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BEFORE a young man graduates from a college, he usually chooses his life work, and to some extent shapes his studies in reference to it. Those who never go to college choose a trade or profession earlier than the college student, and this from force of circumstances. Normal schools are open to those who are not college graduates, but there is no organized school for those who have completed a higher course of study. Such an institution is needed, and it is to be hoped that it may be opened on the most liberal basis, at no distant day. That it would be attended by a thoroughly qualified body of intelligent candidates for the teachers' profession, cannot be doubted. It should be put on a high plane, and conducted on a most thorough as well as liberal manner. The subjects for study should embrace the entire work of teaching, and all that properly belongs to it. Those who attend it would not need so much practice as those who are younger, for it would be expected to receive only those of mature years who have had already some experience in practical school work. We are reaching the time when certain teachers are to be recognized as professional, but this recognition must be something more than a general consent of those who teach. It must come from a responsible body, which has the confidence of the public both as to its ability and impartiality. Whenever teachers are recognized by this body, it should be received as a recognition to be unquestioned by the world. With such an order of things, we should begin to see a profession of teaching.

ABOUT the state associations: A number of meetings were held between the holidays, and we have been reading the reports and want to say something about them, as an outsider. (As an educational editor it is our duty to magnify these associations, but we do not always do it, for all that. As an outsider we can say the truth, no matter how it hits.)

1. In the first place it strikes an outsider that there is a great deal of gas at these meetings—at some, much more than at others. Gas is found to be good for many more things than the early inhabitants of this world ever dreamed it would be. Lowell says:

"They didn't know everything down in India."

But we are at a period when information is wanted. We are at the crude stage, the formation period in education. When we get farther along, and have solidified education into a science, then let the rainbow hues play about it.

2. Then what diffuseness and heterogeneity there is! Little men wrestling with big subjects; big men with no ideas on small subjects. There is no subject so elastic, apparently, as education; all sorts of things are said in all sorts of ways.

3. After it is all over, how one feels that the thing that ought to have been said was left unsaid. (The outsider in a debate knows just what ought to be said, but he could not have said it if he had been one of the debaters.) Of the things that are said, how many will have any effect on the practice? So we say that the things to be said should be those that will bear upon the life and work of the teacher the very next day.

SEVERAL leading Southern educators have recently objected to national aid to education, on the plea that it would pauperize their people. This is a singular argument. For example, the state superintendent of Florida, in a letter to the *Post* of this city shows that his state has made substantial educational progress during the past three years, and therefore she does not need outside help. This is a complete *non sequiter*, for it does not by any means follow, that since Florida is making progress under the pressure of great burdens she would not make greater progress if she had enough money to build school-houses in every district, and pay teachers adequate salaries. An invested fund is no more barrier to the progress of a state than it is to an individual. When the great central states received large grants of land to found permanent funds, they did not relax their own efforts, but rather increased them. Poverty is a spur to exertion, if there is enough grit and pluck to rise above its incubus, but it is an obstacle, and not a help when this energy does not exist. We have no doubt that grants of money to individual corporations and states that do not value education, and that do not have energy enough to put forth extra efforts, on account of its possession, would be a detriment, but this state of things does not exist in the South. The old inertness as to the need of popular education is passing away, and a new spirit, more in sympathy with the twentieth century has taken its place. It is perfectly safe to give any state, or any community money aid for educational purposes. There is no community in the North that would not hail with joy the establishment of a well-endowed college in their midst. Would it pauperize the people? The idea is preposterous. On the other hand it would lead the citizens to fix up their houses, beautify their grounds, and in every possible way get themselves ready for the new order of things. The time has long past when gifts for benevolent, religious, or educational purposes paralyze individual effort. We are living in an era when social institutions are appreciated as

never before. Money is a necessity. The North, South, East, and West want it, and are glad when it comes. California will not get over thanking Senator Stanford for many years, neither will the South cease to feel grateful to Peabody and Slater for their timely and liberal help. No benevolence in this land has done more good than the Peabody and the Slater funds. It is strange that any Southerner should object to the giving of money to them by Congress for the purposes of social, intellectual, moral, or material improvement. We believe that the majority of the larger-hearted, broad-minded, and liberal people in the old slave states will be thankful for national aid to education. If they are not, we do not understand of what sort of stuff they are made.

IN the course of a year, probably 500 reports of institutes are laid on our table; most of them close with resolutions. We look at these resolutions with interest; but there is rarely ever anything interesting in them. They vote thanks to the conductor, and to the lecturers, and sometimes advertise some hotel or railroad. When will the teachers rise to an appreciation of the situation? It is not quite as bad as Nero fiddling while Rome was burning, but it is trifling with time and the occasion. An association of the teachers of a county may be a power for good if it comprehends the educational questions before it.

Why is the teacher in so low a place? Because his work is amateurish and unripe? We say teaching is the formation of character, and then the public employ teachers who have no earthly power in character formation. Many an association "resolves that teaching is a development of the three-fold faculties of the child," and then the individual members depart thinking they have done a bright thing. But how do they teach? Do they "develop" the three-fold powers? Not much. Why not? Because they cannot. Let them resolve as follows:

"We know but little about education, but we pledge each other we will know more when we meet again. To this end we will read Payne's Lectures."

This may not be the best book, but they must begin with some book and advance professionally. Don't resolve and do nothing.

THE New York legislature can do a great deal to help on public education this winter if it will establish county training schools for teachers. Every member knows that the rural schools do not get their teachers from the state normal schools, because they cannot pay enough. But these same rural schools should have trained teachers all the same, and not the green, raw material they are obliged to put up with.

We urge therefore that

(1) A law be passed establishing a county board of education, composed of the school commissioner, the president of the county teachers' association, and some one named by the state superintendent.

(2) That this board establish a school (in connection with some other if they choose) to continue not less than three months.

(3) That it shall have three classes—those of the lowest shall, upon answering the state superintendent's third-grade questions, have a third-grade certificate; those answering the second-grade questions, have a second-grade certificate, and so on.

(4) A model school shall be a part of the training school, and every pupil of every grade shall visit and teach in it daily.

If the legislature will do this it will do more to advance education in rural schools than has ever been done.

TEACHERS' MEETINGS.

An earnest teacher was secured for a school that was not so earnest; that was the reason that he was selected. He had one gentleman and nine lady assistants; all but the former had been in office for some years. To his surprise they came to school with crochet work in their hands, and worked away for dear life during all the spare moments that could be snatched from recitations.

This teacher notified his assistants, that a teachers' meeting would be held on Friday afternoon, and dismissed all an hour earlier for the purpose; all (except the vice-principal) were there, and the crochet work was in full progress. He began to speak, and how the needles flew. Not an eye was raised to his; the crochet work held them spell-bound. The poor man was confounded!

After the meeting was over various remarks reached his ear—of course they were intended to. "Teachers' meetings were of no use," "Wasted all the afternoon," "Shan't come again," etc. At last crocheting was forbidden! An order of the board was necessary to keep the meetings up.

Another superintendent found his teachers had joined a class to learn to paint pottery. As soon as school was out, away they went to this class; no one was kept in on those afternoons. When he proposed a teachers' meeting, a storm of resistance was encountered. What, spend their time to learn more about teaching! Perish the thought! But the board decreed the meeting, and they revenged themselves by sitting in sullen silence. After two or three such meetings, however, a better spirit prevailed, and they consented to purchase Welch's "Talks on Psychology," and to study it; then Johonnet's "Principles and Practice of Education" followed.

What the teacher does with his spare time is important, most important. A teacher in Florida received \$300 per year, and so utilized her spare time that she was invited to Atlanta at \$650. It would seem that every teacher would feel the importance of so using the time, that he would be stronger educationally week by week. The earnest teacher is continually asking, "What can I do that will enable me to be more of a power in the school-room?" This is right. She lives by her knowledge of education.

Once there was a man who lived by driving a truck; of course he fed his horse well, for the horse made the money. We stop; the moral is plain.

SLOJD AND KINDERGERTEN.

Mrs. Alice B. Stockham has just returned from Finland. She found a fine manual training or slojd school at Helelsingfors, presided over by the Baroness Vera Hjelt (j is like y). She not only teaches many of the classes herself, but has a training class for teachers and grown people. She has invented and patented a handy work-bench that can be attached to a kitchen or library table, a school or office desk, or a shelf. Indeed, it could be carried in one's trunk if so desired. She is thoroughly imbued with the idea that slojd is the best manual training to be connected with the public school, and constantly teaches that it is thoroughly educational. In her classes boys and girls work together, and unless they have had previous training they show no difference in ability to use the tools. They have had handicraft connected with the public schools since 1860, but the slojd, in its present state, only about five or six years. They have fully decided that wood is by far the best material for this early training, and requires much less preparatory expense. One large room for slojd answers for an entire school, as the different classes occupy it at different hours. They devote from three to five hours a week to this work. In Stockholm, I think, they give more time to it. No greater punishment can be given the children for any misdemeanor than to deprive them of their hour at slojd. One little fellow, being very ill, asked his mother if she did not think they would have slojd in heaven. The system of slojd that Vera Hjelt has established here seems in advance of that taught at Naas.

Americans greatly misconceive poor little Finland. In most every respect she is in advance of us; better schools, better and more gymnasiums, free baths, better conditions for women. The work that the Finnish women do in the long dark winters is marvelous. They attend the early markets, bringing their products in small hand carts. They fish, and man their own boats; they work their own farms or the farms owned by some man; they attend the parks, cutting the grass, tending the flowers,

etc. As a rule these people look happy and contented. Most of them can read and write. When they have any leisure from their marketing or selling they invariably take out their knitting work. I wonder if this is not a solace, as tobacco is for men.

In Stockholm women are employed mainly as clerks, and many of these girls are very beautiful. Not the flagrant beauty of the French women, but a quiet, earnest, spirituelle beauty, that must be the reflex of pure hearts and deep spiritual growth.—*Chicago Inter-Ocean*.

COMPULSORY EDUCATION.

It is now pretty well settled that a certain percentage of parents will not give their children an education unless they are compelled to do so. It is also pretty well settled that all children should be made to go to school. We started our free school system on the notion that education for those who are not able to get it is a charity but we have come to the time when it is believed to be a public duty, not only to place the possibility of going to school within the reach of all, but to put all within the grip of the law and make them go to school. This is done on the plea of public necessity. Education is the safeguard of the state. It is not its safety-valve, but its vital fluid. The public heart could not beat nor the public lungs breathe without it.

Vice is the child of ignorance. It is proved that knowledge is at the basis of virtue. All ethical theories turn upon the definition of knowledge each one accepts. If we know, as we ought to know, we shall do as we ought to do. All sin is the result of ignorance. If Eve had known more she would not have offered Adam the apple. Adam didn't know enough to refuse the offer, so both of the ignorant folks ate, and were lost. If this is not good philosophy, then compulsory education is not a good doctrine. The schools are to save the state by giving children such an education as will give them character and capacity. This is education; nothing else is. Knowledge and education mean far more than memorizing text-book facts, or reciting a teacher's words. It means character, and this means everything that is essential to the welfare of a community. Here we have the reason why we need a compulsory education law.

What should be the features of this law? State Superintendent Draper says that it should include the following points:

1. The law must specify the ages between which, and months of the year within which, all children must be in some school, either public or private, of suitable character, unless excused therefrom for sufficient reasons by official authority.
2. Parents and guardians must be made responsible for sending children to school, and must be punished sufficiently to insure compliance with the requirements of the statute.
3. Special institutions must be provided for thoroughly vicious and incorrigible cases which cannot safely be received into the ordinary schools.
4. The law must set up the machinery for securing and keeping continuously a perfect census of children of school age in each city or district, and it must provide and pay officers to look up and account for each child, and to execute all the provisions of the statute.

These provisions are all good, and as far as we can judge, without a trial, essential. It looks like a comprehensive view of the condition of affairs, and it certainly would be wise to enact a statute, and enforce it, making it a penal offence for any one wilfully to neglect to give his children, at least an elementary education. Until this is done we shall continue to have a certain number who will grow up in ignorance. We shall continue to require more prisons, more jails, and more almshouses. It is not education that fills these institutions, but the want of it, and a great want it is! The watchword of those who founded our school system, "We must educate or we must perish," is as true to-day as a generation ago. With the right kind of schooling we shall prosper; without it we shall fall as Rome fell. God forbid that this should be the end of our life!

THE Aberdeen Free Press says about high marks: "School boards are provokingly slow to perceive that a school in which only 85 per cent. of the scholars have passed, may in every essential respect, be in a much better condition than another in which a teacher, who has more successfully studied the idiosyncrasies of the inspector, and has made a shrewd guess at the kind of questions likely to be asked, has secured the splendid percentage of 95. The morale of the former school may be very much higher, while the teaching has probably been much more intelligent than in the latter. But these considerations, of course, at present go for nothing, and they will never have their due weight until the system

of payment by individual results—the real source of over-pressure—is entirely swept away."

THE TEACHERS' READING.

What reading is best for teachers? First, is GEOGRAPHY and HISTORY; not text-book words, but realities. History is meaningless without geography. We cannot understand a battle, or a voyage, or an inauguration without knowing the geographical relation of places. So we say that history and geography should be studied together. How? In this way: Whenever an event is read, at once fix its exact location in the mind and notice relative distance. How does the distance from a given place to such a place compare with the distance between two well-known places in this country? For example, it helps amazingly to remember that Palestine was about as large as Vermont, and about the same shape, and that the extreme length of California is about the same as between Boston and Chicago. Having fixed and definite geographical landmarks, history becomes possible; without such landmarks it is impossible. Reading in history must be chronological as well as geographical. Suppose this year the times from Queen Elizabeth to the American Revolution are chosen, and no other reading of a special nature allowed. What a vast fund of information would be gathered!

"In England the teachers consider quantity, in this country character." This describes the case in large lines, but, oh, how many teachers in this country give neither quantity nor character! They go over a dull, dreary routine day after day. "Going to school" does not mean increase in ability to think or reason, or in power of self-control. The subject is really a painful one.

The readers of this paper could hardly be made to believe the real state of the case,—the parents cannot judge at all. Ignorance of child life, child growth, is what we complain of; but others justly complain of the absence of the cultivation in manners, of the lack of dignity and self-possession. "I can parse, spell, and do all the sums," said a would-be teacher in Genesee county to the examiner, and seemed surprised that anything else was demanded. We urge our readers, as a duty they owe to themselves and to the children, to go forward.

THE San Francisco board of education has been having a year's contest with Miss Kate Kennedy. The principle is established that a board cannot discharge teachers without cause. The facts are these: Miss Kennedy, having obtained a leave of absence, made a visit East; and was surprised, upon her return, to find that her place had been given to her substitute. The board of education coolly informed her that she was not wanted, whereupon she at once brought suit to test the legality of her discharge, meanwhile making formal application every month for her salary. She won her case in the lower courts; and now the supreme court sustains these decisions, and orders that she be restored and receive her back salary.

THE newspapers, for some reason or other, have had a good deal to say this fall about good manners in the school-room. What is the difference between courtesy and good manners? Courtesy is the giving of proper and due deference to others. He who is truly courteous, will show by his words and acts, in his intercourse with others, that he is thinking of the one whom he addresses; that he has pleasure in hearing what that person says to him. It is a part of his being and not something he has learned at a dancing school. It does not consist in movements of the body or in smiles. It is a recognition of the value of a person; it is an expression of that recognition. Courtesy is the result of honest effort to exhibit a principle. A really good man tries to do good; courtesy is an attempt to do good. Now we say that no teacher can teach courtesy who does not exhibit it concretely.

THE standing committee on pedagogics of the Council of Education of New Jersey has presented an able report through its chairman, Dr. Nicholas Murray Butler. It discusses the different sets of authorities which may certify teachers, viz., the state board of examiners, the state normal school, the county board of examiners, and the city board of examiners. It recommends that requirements for admission into the teachers' profession should be uniform and consistent. We shall refer to this report and discuss its important features in a future number.

THE COMMON SCHOOL AND THE REPUBLIC.

By FRANCIS W. PARKER.

I.

THE SYSTEM.—The more obvious forces that have shaped the destinies of our republic, the prowess of armies, the craft of statesmen, and the resources developed by inventions, have been grasped by the historian, and clearly embodied in our histories. Thus the ground has been cleared for an exhaustive study of those powers and influences, silent and strong, which have been incessantly at work in the inner temple of the nation's growth, breathing life, soul, and character through the goodly framework formed by legislation, and supported by the blood of her children. These creative forces are just now assuming an importance in public discussion that will eventually place them at the head of all other social and political questions. First and foremost among these must stand the common school system of America, which was born of a purely democratic spirit, and is essentially "of the people, for the people, and by the people." All other republican institutions are sequences and results of tradition; their history can be traced throughout all the past; they are not original, but derived.

The proposition to educate each and every individual at the expense of all, and to educate all without regard to sex, race, class, or standing in society, in the same schools, was entirely new with our fathers. It was the first great step in breaking down all aristocratic and class distinctions; and to-day it stands alone in the world, in the depth and breadth of its scheme and scope.

A DEMOCRATIC INSTITUTION.—The common school system is not only rigidly democratic in its origin; its growth and development have been also in the highest sense purely democratic; it has been and is absolutely dependent in every step of its progress upon the will and opinion of the people; it has never risen above them and never can, so long as republican institutions are maintained. Every change in the system, for better or worse, has been made after open and prolonged debate, and under the immediate sanction of the people.

The old school district of New England, into which the towns were divided, was a perfect autonomy; the voters met in the school-house, voted taxes to support the schools, elected a prudential committee with full powers to engage and discharge teachers. The state could not impose any condition upon a school district except that it must have a common school, and must teach certain branches. Gradually, in most states, the autonomy of the school district has been changed to the town or the county, by a vote of the people, as a result of the customary agitation and discussion. The people of a state have founded and supported normal schools through their legislators, but only as a result of the fullest and freest discussion.

This democratic development is the antipodes of the monarchial or centralized school system. The king or parliament, with absolute power, establishes and regulates the system. The minister of education founds the schools, dictates the courses of study, determines the standards of examination of candidates for positions, and makes all minor regulations, even down to methods.

It would seem at first glance, that this centralized plan is far more practical and efficient than our democratic one, with its much slower movement. It is certain that the children get more immediate benefits from it. One would naturally argue that the inevitable crudeness, lack of plan and uniformity, the long and bitter struggles for reforms, the slow progress, the petty caprices and ignorance of the majority, the openness to attack on the part of the opponents of the common schools, the political corruption that sacrifices the welfare of the children to the emoluments of office, and to the short-sighted necessities of political success; in short, all those deplorable evils, which constantly menace the very existence of our schools, would be avoided by a strong dictatorial central power.

The monarchial plan of immediate and strong control, the plan that seems to reach results by the shortest line of resistance, is very attractive to those who do not understand the spirit and tendency of true democratic development. That custom, law, or habit, social, religious, or political, which grows into a people, which becomes a part of the people through the exercise of individual will and option, and to which there is a general consent and belief; becomes in time such a powerful organic factor of communities and states, that revolution alone can rend it from them; thus it can be safely

asserted that next to the flag, to every Northern man at least, stands the common school. Impending danger to this institution is an immediate signal for aggressive action. "There can be no republic without common schools," is a sentiment that has sunk into the very roots of our national being. All opposition to the common school system as a system, is a direct legacy of education under monarchial forms of government. It originates in a profound disbelief in the political and social liberty of the masses; it prefers oppression and repression, to crude and blundering attempts in the acquisition of freedom; it believes that immediate peace and quietness is preferable to that permanent peace which can come only from the slow operations of divine laws in the human soul.

"Put that you would have the state into the schools," is a motto which a monarchy uses for its own perpetuity. "Put that into the schools which will make the child all he can be," or in other words, "give the child every means to become the highest type of a true citizen of a republic," is the genius of the new plan. The choice is plainly between the directness and finish under the monarchial plan, and the crude imperfections of the democratic plan. A growing product is always far better than a finished one. An army may crush out a rebellion, but democratic organic growth alone can make rebellions impossible. The standard by which any human institution should be judged, is not what the institution is in itself, but *whither it is tending*; under this standard, it is safe to say that the present attitude of the common school system of the United States, is far more favorable to general progress than all the other systems of the world taken together.

A GLANCE AT THE HISTORY.—It is customary to look upon the American common school system as an old institution, when, in fact, it is very young; younger by ages than democracy or republicanism, of which it is the product. The establishment of the system in Massachusetts closely followed the Revolution, and New Hampshire, Vermont, and Maine, imitated the example of the old commonwealth; but in the other states, the complete establishment of the common schools is little older than one generation. The common school system furnishes each child with the elements of an education at the expense of the community or state. Rate or tuition paying in all the other states except those mentioned, has been established within the last forty years. In the South, anything like common schools for all the people, have had their commencement since the Civil war.

The main progress of the system may be traced to normal schools; the first one of which was founded in 1839.

Anyone familiar with history knows how very slowly all institutions, religious, political, and social, have developed. Historians trace their origin to far off ages. The American school system with all its marked imperfections, challenges all other national institutions in the rapidity of its advancement; and its progress is all the more wonderful on account of the bitterly prolonged, unrelenting opposition it has met at every step.

We had a plan, wholly indefinite, and traditions to begin with—a plan that was the vigorous outshoot of liberty; traditions that forced themselves into the plan like old wine into new bottles. The school-houses were built in swamps or rocky land that could not possibly be used for pasture or tillage. The buildings were perfectly ventilated between every two logs, or by innumerable openings in the unpainted sheathings or clapboards. The old fire-place for four-foot green wood, made a slight pretense of keeping the shivering learners warm. The long benches, arranged upon an inclined plane, bore abundant marks of the earlier tendencies towards manual training. The whipping post stared each offender in the face. Twelve weeks in winter, eight weeks in summer, was the length of the customary school term.

BRANCHES TAUGHT.—Science was not born in those days. Geography was the myth of myths. Ethiopia in brilliant-red marked the still unknown land of Africa; the Great American desert of blowing sand and sage-brush, occupied (on the map) western Iowa, all of Nebraska, the Dakotas, Kansas, and Colorado.

Grammar and parsing was generally an optional branch not worth much for business. Arithmetic was all there, and ciphering was the main work of the pupils. Drawing was considered a part and parcel of original sin.

Writing pot-hooks and hangers, spelling long lists of long words, doing sums, and reading occasionally from gloomy text-books, made up the curriculum of the people's college. Books, there were very few; Pike,

Daboll, and Adams were the standard arithmetics.

In 1787, a great educational reformer appeared, and as usual he made a text-book, a book that met the usual fate of reform; it was severely criticised by the press; and the teachers. Nevertheless, Noah Webster's blue-black spelling book, made its way into the schools, and became a standard text-book.

TEACHERS.—For teachers, there were the spiritual descendants of the old hedge-row school-master of England and Ireland; men who, without training and with very little learning, eked out a scanty existence in the summer on farms or in shops, and "kept" school for a mere pittance in the winter. There was the "Dame School" in the cities and villages, kept by aged spinsters and impecunious widows. The art of teaching the "Dame School" consisted mainly of pointing out with a pen-knife, a, b, c, etc., and spelling a-b, ab; i-b, ib; brier, baker, and reading at last from the New Testament. Primary schools were unknown until 1821, at which time they sprang from Sunday-schools. The best teachers generally were young men, usually farm boys, who were working their way to, or through college. They taught for \$10, or \$15, a month; their object some one of the learned professions, for no young man ever dreamed in those days of making teaching a life-work. But of these young students, it may be said that they brought life and vigor to the schools, and implanted a profound belief and reverence for an education. As for methods, most of them implicitly followed the meager traditions of school-keeping, in which corporal punishment held the place of honor; infusing at times, however, considerable common sense into their work. Young women taught the summer terms, following generally the exact pattern of the dame school. The Lancastrian or Bell system was imitated in the larger cities. The aim of this plan was to teach large numbers of children at the least possible expense. Hundreds of pupils were crowded into one room, the teaching force enhanced by the clumsy work of the older pupils. Subsequently little rooms were built around the main room for special teachers. Flogging was the never-failing incentive and cure-all; a missed word generally brought successive blows from the ferule or strap.

ACADEMIES.—This is a fair general outline of the beginnings of the system; the well-nigh universal lack of skill, and consequent awkward blundering, was often lighted up by streaks of enthusiasm and divine common sense. The academy was the strong rival and opponent of the common school; planted in every available village in New England hills, supported by sectarian influences, they drew to their halls, all the pupils who could possibly pay tuition, and left the half-deserted common school to become a charity school. Daniel Webster once said in a famous speech in support of normal schools:

DANIEL WEBSTER.—"It is a reproach that the public schools are not superior to the private. If," said he, "I had as many sons as old Priam, I would send them all to the public schools. The private schools have injured, in this respect, the public; they have impoverished them. Those who should be in them are withdrawn; and, like so many uniform companies taken out of the general militia, those left behind are none the better."

HORACE MANN.—Horace Mann's truthful picture of the common schools of Massachusetts, when he became secretary of the board of education in 1837, is far darker than the one given here. Confined to a small territory in the Republic, taught largely by young women who had little or no education, limited in terms to a few weeks in summer and winter, all the children of well-to-do parents attending the academies, the great scheme for developing and perpetuating a republic, seemed a dead failure. Horace Mann, a poor farm boy, who had the spirit of freedom poured into his very soul by the survivors of the Revolution, who believed that intelligence and virtue must form the basis of the nation of liberty, saw clearly, when he came to manhood, that the one central hope of the nation had broken down and was nearly worthless. At forty years of age, a successful lawyer, a co-temporary, friend, and more than equal of Charles Sumner, entirely convinced that some one must live and die for common education, he gave up all hope of fame, sold his law library to pay expenses, and for a meager salary, consecrated himself to the work of making the common school system the first power in the nation. He concentrated all his efforts on one point; and that, *the education and training of teachers*. Through his untiring efforts, and against the most bitter, persevering, indefatigable opposition, he succeeded in founding the first normal school on the new hemisphere.

THE FOUNDING OF NORMAL SCHOOLS.—The founding

of the first normal school near the old battle ground of Lexington, was the real beginning of the organic growth of the common school in America; before that time there was no attempt at a profession of teaching, no systematic efforts to really educate—everything was at random and haphazard.

The normal schools of that day were the crudest experiments in training teachers; in miserable buildings, with few teachers, who had much enthusiasm, but very little scientific knowledge of education; opposed by the academics, parsimonious citizens, and the mass of teachers generally, they struggled into existence. Here the evolution began, and to-day we gaze with wonder upon its outcome. The old cross-roads log school-house has evolved into a palace for the American sovereigns. The long hacked benches into a comfortable desk; the free ventilation at the mercy of every wind and weather, to the perfectly pure air, made possible by modern inventions; the old blue back, to text-books which delight the eye; the hedge-row master and dame, to the graduates of Oswego and Bridgewater. From the rough and rugged hills of New England, the system has spread, town by town, and state by state, all over the Union. The people of this great country believe in the common schools as they do in national progress. All this in a hundred, and most of it in forty years; and to repeat, not a single change for the better has been made—change in school-houses, desks, ventilation, text-books, and teachers—but has been made at the option of the people, and that, too, in the face of strong and determined enemies; and, in spite of their bitter opposition, the normal schools bore the brunt of the attack.

THE CONTINUED STRUGGLE.—The war is by no means ended; the same enemies with the same arguments, and the same stubborn opposition, appear and re-appear continually.

There is a vast difference between the stern and awful necessities of evolution, and a purely theoretical ideal founded upon present, and not past possibilities.

The common school system is in the inceptive state of its development; it must necessarily contain, with all that is sound and good, much that is imperfect, much that, measured by an ideal, can be radically changed for the better. The life time of one, or even two generations, is too short a time for anything but the crudest out-working of a colossal experiment, which aims at the temporal salvation of every child in the Republic. Human institutions must be judged, not by what they really are in their approximation to perfection, but by that ideal towards which they are forever tending, and by their practical possibilities for improvement. Judged by this standard, and in spite of its manifest evils, no unbiased, thoughtful person can deny that the present outcome of our common school system proves it to be the most beneficial institution ever founded by man.

Born of a purely democratic spirit, having its birth throes in the struggle for independence, nurtured by the purest patriotism, absolutely essential to the perpetuity of republican principles, the common school system has become a *fixed fact*; its establishment is final—no power can move it out of its place, except a retrograding revolution. Parsimony, selfishness, and bigotry may continue to retard its progress, and lessen its benefits, but it is a part of the "eternal tendencies" of the age, and cannot be abolished.

THE TROUBLESOME BOY.

A well-known teacher relates a little incident that happened last summer. As he was walking through a crowded street, he was accosted by a gentlemanly looking person, who said, "This is Mr. —, I believe. You don't remember me. Well, I was the most troublesome boy you had at — school. Come to my office, it is near by."

This was the boy the teacher had prophesied would come to no good,—mischievous, uninterested, tardy, irregular; in fact, guilty of all the sins peculiarly sinful to a schoolmaster. Here he was, a fine-looking, well-behaved, and evidently prosperous man. How came it about? His old pupil solved the problem by saying:

"I know I must have given you any amount of trouble; but I did not want to be very bad. One day, I had been cutting up some capers, and you called me up, and said, you wished me to tell to you what you neglected to do, for you felt certain you must be the one to blame, that a pupil would not be so bad, unless the teacher was not doing the right thing. 'Tell me,' said you, 'what I must do to make you a good, conscientious boy; I am making a failure here.' This worried me a good deal, and I determined to reform, and set out to,

I struggled hard; you never found fault with me again for my conduct. In my studies I was very backward when you left, but your words, I never forgot. You have no idea how I watched you; I have thought of writing to you, to tell you that you had not made a failure."

This teacher, with thousands of others, was made to see that no one fails who puts his heart into his work. Boys' natures often try one; but they have hearts after all. Go for their hearts, teachers, every time.

THE STUDY OF CHILDREN.

(This article is from a little book, "The Children: How to Study Them," by Francis Warner, M.D. It is written from the physician's standpoint.)

On going into a school to study and note the condition of the children, it is my custom first to observe each child while the lesson continues. If the light in the school-room be good, there is no difficulty in noting such points as the size, and general conformation of the body and the head, and looking at the separate features of the face, the signs of nutrition, and the apparent age of the child. Then, in the second place, having requested the teacher to ask the children to stand up and hold out their hands, I notice the postures of the body, the head and the spine, the arms and the hands, as well as the movements of these parts. The signs visible in the face and eyes can be seen at the same time: these have all been described in preceding lectures. Judging from the various signs thus seen, and without asking questions or speaking to the children of our purpose, it is easy to report upon them thus:

1. As to their development, whether good class or low class.
2. As to the present state of their nutrition, both of body and brain.
3. As to the present condition of the nerve-system, including such points as its probable healthiness, weakness, exhaustion, the signs of headaches, or slight St. Vitus' dance (chorea). Dullness of the nerve-system, together with other signs of born imperfections or defects, is formidable from the point of view of further success, and should always attract attention, and stimulate the teacher's energy?

Can this knowledge be made of use? The good of the children is the motor power by which we work, and those who acquire the most knowledge of children will, in the end, acquire power and success in education, despite any temporary difficulties.

Let me give a few practical examples. At a board school I visited the sixth standard girls in company with some friends, and requested the teacher to point out, unknown to the children, those who gave the most trouble. Among them were two small but well-made children—the nerve-system in each was exhausted; had this been known on authority by the managers, might not these children have been exempted from examination, and the teacher from the necessity to press them on, though still requiring their attendance at school?

In a high class school, a boy presented a general good development, but his nerve-system was exhausted; he had far too much movement, showing brain irritability. The master said he worked well, but his father often wrote letters to the school expressing his desire that the lad might do more work, and move up in the school quickly; the head master wished the same. Here is a case where knowledge of a precise kind, possessed by the master of the class, would necessarily put power in his hands to act for the boy's real good. On the other hand, where development is slightly defective, but nutrition good, it is for the child's benefit that he should not be excused from due work, except when knowledge shows that the work is harmful. Regular and appropriate work is essential to due brain development and healthy growth.

Looking over the classes of a well-arranged large primary school, and comparing the condition of the children with that of those of all ages who had only recently commenced school attendance, I have been struck with the marked improvement of the nerve-system which seems to occur under good education.

A boy of fair complexion, with light hair, placed twenty-fourth in the class; he lost places. The signs of nerve-exhaustion were:—Over-mobility; the arms were several times thrown about, often with the left hand clenched; he was decidedly fidgety. There was fullness under each eye, indicating that probably he is a sufferer from headaches. In addition, a slight sign of developmental defect was seen—the left ear was ill-formed.

HOW TO STUDY THE HISTORY OF EDUCATIONAL THOUGHT.

It is not necessary to get books on the history of educational thought at first; in fact, it is best not to buy such works until after a little thought and study. Rather pursue the following course. Consult the standard histories, ancient and modern, for facts connected with the growth of nations. No history of education can be understood until some general history is known. Take a few instances. First, the history of education during the Heroic and Homeric period of the Greek nation. The ordinary student of education passes over this time in silence, but in it there is a large amount of excellent material for the educational student. The forces that made the Greeks what they were had their commencement a thousand years before Christ, on the islands of the Grecian archipelago. Here came together three distinct races having different characteristics, yet blending into a peculiarly perfect civilization. And then the Phœnicians—the traders or merchants (of this old time, brought the wares of the far East and Egypt into competition. They were an enterprising race, and showed these early Greeks the advantages possessed by different parts of the world. They were also the explorers and discoverers of this period. The student of educational history must study this wonderful people in order to know the forces that made Greece what it was, and the information cannot be obtained from any history of school work. Then, again, the study of Homer is in itself a study of the history of education. It is the oldest text-book in existence, and was used exclusively for three hundred years in all the schools of Greece, and ever since the time of Homer, read in every civilized country on the face of the globe. Even its translations carry with them a wonderful amount of information and force. Then the games, the wars, the special manners and customs of the Grecian nation after the time of Homer, through the times of Draco and Solon, to Socrates, Plato, and Aristotle, are full of interest. How much gathers around that old hero and Christian, Socrates! What a matchless man he was! How he taught not only his pupil Plato, who in turn taught his pupil Aristotle, but he has taught the entire world as no other teacher who ever lived, excepting Christ, has ever instructed our race. What made Socrates what he was? Get the translation of Xenophon's *Memorabilia*, which can easily be obtained, and it will give the reader such a view of this man as he has never had before. This wonderful book was written by an enthusiastic pupil of Socrates, and is in so plain and simple a style as to be appreciated even by boys and girls. Of course there is much concerning the old universities of Athens, the method of teaching rhetoric and logic, the mathematics, and the manner of school work, that must be learned of a special history of education, but all that relates to the spirit of the people, the lives of the great teachers, can be obtained better outside of special educational histories than within their pages.

What we have said concerning the history of Greece applies equally to the history of every other nation. Take our own as an example. The spirit of the Pilgrim Fathers made them what they were. The school work in the early colonies was only a reflection of the Puritan character. It is true that every history of a country is the educational history. For what is education but the outcome of the people?

MAKING RULES.

By SUPT. WILL S. MONROE, Pasadena, California.

There is but one safe rule for the teacher to make. It is, "Do right." Not unfrequently a rule has the effect of a threat; it invites disobedience. Some of the most chaotic schools I ever visited were those in which a score or more of rules monopolized valuable blackboard surface. One of the weakest disciplinarians I ever knew occupied fifteen minutes of the school session every Monday morning in reading set rules that were never obeyed.

Show that you do not expect transgression. Faith in children will pretty generally draw forth a response, while distrust will quench their spirits and provoke disobedience. If there is constant wrong-doing in a school, it is not unreasonable to suppose that the teacher's own weakness has propagated habits of disorder.

If it becomes necessary to make rules, they should be carefully studied and their probable effects analyzed. If there is a shadow of doubt as to the certainty of enforcing a rule, do not make it. Find a better way of meeting the evil. Retraction always weakens the authority of a teacher. A rule once made should not be needlessly repeated. Repetition dulls a rule and injures the teacher's influence.

THE SCHOOL ROOM.

The subjects for this week are SELF and PEOPLE.

PHYSIOLOGY OF THE NERVOUS SYSTEM.

The entire human system is connected by small white cords called nerves, which carry impressions to and from the brain. Sensations received in any part of the body are instantly transmitted to the central nervous organ under the skull, where it is transmuted into thought. This thought power commands the whole body. Sensations come from without the body. An organ capable of receiving impressions and transmitting them to the brain is called a sense. We have five of these organs, viz., sight, hearing, touch, taste, and smell. These are formed by enlargements of nerves.

TEACHING HINTS.—Prick the finger. What hurts? Not the pin, certainly. If the finger were cut off, would it feel? Why? The teacher should call attention to a telegraph office, and lead the pupils to tell him that the clicking of the telegraph instrument is caused by an impulse in another office, which is carried along the wires to the office where it is received. So the eye-ball collects a large number of rays of light, which strike upon the optic nerve, and are carried to the brain. So the ear receives waves of sound, the nose impulses of odor, the mouth sensations of taste, and the body feelings. All of these are carried to the central office, and in some unknown way produce impressions which the mind recognizes. Thus we use the nerves as instruments of knowing. The teacher should bring the minds of the pupils to find out for themselves the following facts. The eye does not see. The ear does not hear. The nose does not smell. The mouth does not taste. The skin does not feel. These statements should be written on the board, after they have been taught, *not until then.*

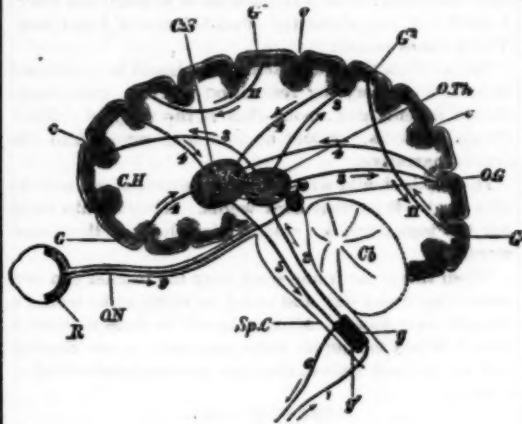
A SUMMARY of things that can be taught :

1. The whole body is connected by means of the nerves.
 2. There are two kinds of nerves—those that carry sensations from the various parts of the body to the brain, and those that carry them back to the parts again.
 3. There are two other kinds—those that carry sensations of pain and pleasure, and those that carry impulses causing motion. The teacher will find it difficult to lead young pupils to *understand* this point. Consult physiologies for hints.
 4. Mind disturbances are caused (1) by want of nerve action. If the wires are out of order messages cannot be sent or received. (2) They come from wrong brain action. This comes from too much blood in the brain, too much eating, too little or too much exercise, want of sleep, and sense disturbances. Here important application should be made, showing pupils the intimate connection between brain action, nerve action, and thought. Good bodily activity is necessary to successful thinking.
- THE CARE OF NERVES.**—Nervous diseases are so rapidly increasing that it is important for teachers to know how to promote their healthy action. This can be done in the following ways :

1. **SELF CONTROL.**—Giving way to fits of excitement and yielding to sudden impulses, will produce permanent disorders. Mild measures with the young are essential to healthy nerve growth. If children are constantly scolded, complained of, berated, they will grow up nervous, complaining, and unstable. The best growth is slow, constant, and *natural*.
 2. **EARLY EDUCATION.**—Children will soon learn that they have nerves, and almost as readily understand how to take care of them as of their feet. Colds have a nervous origin. We can easily frighten children as well as some older people into a fever.
 3. **THE EDUCATION OF THE WILL.**—Nothing is more intimately connected with moral character than this. A "No" or a "Yes," mildly but firmly said, will stop a great deal of nervousness. The will stands between the sensibilities and the intellect. As a guardian it does a great deal of good. If no word is spoken, a firm and consistent behavior which inspires confidence, and give assurance and power, is a mighty force in controlling nerve action.
- In conclusion we would say that "nervous" children should receive careful treatment. Over-crowding will certainly result in life-long injury. Let teachers be careful not to do what will cause untold suffering, in their efforts to "educate" their pupils.

THE BRAIN.

Here we have a drawing representing a section of the brain. It will be noticed that it is all crinkled, and with what are called convolutions. In order to get a clear notion of the cerebral hemisphere, we must suppose that it is thicker than it appears here.



The gray matter is doubled upon itself to form the hemispheres, which cover eight hundred square feet. All of this enormous area is doubled up inside every one's skull. Each of these convolutions is connected by white threads (see 3, 4, in fig.) with the "streaked bodies." Now, if a message comes in from any part of the body to the optic thalamus (O Th), this message goes up the nerves (3) to the cerebral hemisphere, then the messages are interchanged by means of the white threads going across from one part of the cerebral hemisphere to the other, and then these messages from all parts of the streaked body are sent out along the muscles.

Now when we are compelled to choose what we will do, or will not do, there is a complicated interchange of motions. First, a message goes up to the cerebral hemisphere, and is then sent along the nerves, telling them to perform the required motions. If it is a thing which we do instinctively without any choice, then the message comes back only to the spinal cord, or some knot of nerves, and immediately the command is made. Suppose we are crossing the street, and at once a street car comes along; before we have time to think over "I shall be run over if I do not get out of the way," the message only comes to one of those "little brains," or ganglia; but if we have time to consider, "Shall I be able to get out of the way?" that calculation is made in the brain, by means of the white threads that go across. So it has been determined that there are two distinct ways in which a connection may be established between the incoming message from the body, and the outgoing message, which tells certain muscles to move.

There is one kind of message which goes to the brain, which it will help us, if we notice, because it tells us more about the message from the outer world than any other—that is the message that comes from the eye. Back of the eye is a skin of gray matter (R), the retina, which is connected with an innumerable number of nerve-fibers, which go away in a great bundle to the brain. This compound nerve is called the optic nerve (O N). This optic nerve goes to a knot of gray matter in the brain, called the optic ganglion (10), and this is connected with the optic thalamus (O Th). The impressions from the eye are all carried to this part before they reach the streaked bodies.

All of this is not the process of thinking, for the mind, immaterial, is back of this, and, as far as we can discover, invisible. But this is a little part of the mechanism of thinking; its mechanics, so to speak. It is but recently that anything definite has been known about the brain, for it has been an unexplored country. But now the relation of the ear, eye, nose, mouth, skin to the various parts of the brain is pretty well understood. The ear, for example, is a most complicated machine, full of wonderful tubes, cords, and liquids, each part of which has its special work to perform in the work of distinguishing sounds.

As the brain is the organ of the mind, great care should be taken to keep it in good working order. Blood is its life. Without it, it could do no work, for it is like the water in the dam moving the wheel. If the water is low, no pressure can be obtained, and the wheel will not move. But the blood in the brain is unlike the water in the dam in that it must be of good quality. It matters very little, whether the water in the dam is

pure or not, but it does matter a great deal about the quality of the blood in the brain. It must be pure, or thought cannot be of good quality. Then the brain must be in good working order; in other words, its gymnastics must be all right. But on this subject we have not space to treat this week. We commend to our thinking readers Clifford's "Seeing and Thinking," and are indebted to this excellent treatise for many of the thoughts and expressions, as well as the illustration in this column.

PHYSICAL DEVELOPMENT.

There are certain exercises that should be employed in schools for body-building, as much as language, numbers, etc., are employed for mental-building. They are the elements of free gymnastics, and are as follows :

Stepping,	Bending,
Charging,	Thrusting,
Lunging,	Rolling,
Hopping,	Opening and closing,
Running,	Stepping,
Swaying,	Stamping,
Swinging,	Circling,
Turning or twisting,	Shrugging,
Raising or lowering,	Breathing.

Each of these has several forms—thus in stepping, it may be with the right foot to the right, in front or back, the length of the step is the length of the foot. The same movements may be given with the left foot.

COMBINATIONS.

There should be some music; and a "march" is the best to give the time. The pupils stand in rows; the teacher gives the number and exemplifies the movement. He calls "position" and they put hands on hips, thumbs forward. Next he calls "one."

1. They raise on the toes 8 times. . He calls "two."
2. They raise on the heels 8 times.
3. They bend the body forward 8 times.
4. They bend the body to right 8 times.
5. They bend the body to left 8 times.
6. They bend the body to back 8 times.
7. They bend the head to right 8 times.
8. They bend head to left 8 times.
9. They bend the head to back 8 times.
10. They bend the head down 8 times.
11. Thrust hands (clinch) down 8 times.
12. Thrust hands (clinch) out 8 times.
13. Thrust hands (clinch) up 3 times.
14. Thrust hands (clinch) front 8 times.
15. Bend right knee 8 times.
16. Bend left knee 8 times.
17. Open right hand 8 times.
18. Open left hand 8 times.
19. Open both hands 8 times.
20. Stamp left foot 8 times.
21. Stamp right foot 8 times.
22. Clap the hands 8 times.

When this series is well learned, addition may be made.

- In No. 9 bring hands to the chest.
- In No. 15 keep the toes on the floor.
- In No. 16 keep the toes on the floor.
- In No. 22 count aloud.

THE COMING SCHOOL.

"The school of the future must do more than we have done hitherto in the direction of mental development—must furnish better training for the hand and for the senses, must do more for the cultivation of taste, and the love of the beautiful, must kindle in children a stronger appetite for reading and personal cultivation, and at the same time bring them into a closer contact with the facts of life, and with the world of realities as well as the world of books. And the public will look to you, and to such as you, to fulfil this ideal. There are many grave problems in education which remain unsolved, and which yet await speedy solution, and the answers will depend largely on the degree in which the experience and judgment of our ablest teachers are brought to bear upon them. We are yet only at the beginnings of a true science of education. Many of the deepest principles and laws of that science have yet to be discovered. It is in the laboratory of the school-room, and in a closer study of child-nature by teachers, that the most fruitful discoveries will be made."—DR. FRITH

TEACHING HISTORY.

"There are books enough to learn history from, but not enough men. In other words, the teaching of real history will come through a teacher. After I had read a great deal of history out of books, I happened to attend the lectures of Prof. Lobberton; then I began to know history. But then the teacher must know how, it seems to me; history is the hardest of all things to teach, because the teacher must know so much.

MY PLAN.

I begin with stories of an age or country; for instance, England. I tell them stories, and as I tell them, I write out their titles on a blackboard; afterwards copying them on a large piece of manila paper, 3x4 feet:

Romans in England.
The Angles and King Arthur.
The Seven Kingdoms.
The Danes.
King Alfred.
Canute.
The Norman Invasion.
Thomas à Becket.
Richard the Lion Hearted.
Magna Charta.
Westminster Abbey.
The Parliament.
Robert Bruce.
The Black Prince.
Henry of Lancaster, and Conquest of France.
The Maid of Orleans, and Loss of France.
Wars of the Roses.
Henry the Eighth.
Elizabeth, Shakespeare, and Mary of Scotland.
King Charles.
Cromwell.
William and Mary.
The Georges.
Victoria.

These twenty-seven topics I keep in mind as a framework in after days, and expand them until there is quite a complete idea of England obtained.

THE STORY.

We are all of us, I suppose, descended from the English; we speak the English language, you know. We live in America, it is true, but we are of English descent. So we want to know about our forefathers, about England. The country was originally called Britain. The people lived somewhat as the Indians do—roaming about.

After many years the Romans came (that was about the time of Christ, 1890 years ago); they conquered the Britons. There are very many interesting things to be told about these times, about Julius Caesar, and all that, as we shall see. But the Romans had trouble at home to attend to, and went back to Rome. The Britons now began to quarrel among themselves, and the Angle, Saxon, and Jute tribes over in Europe came over and attacked brave king Arthur. The coming of these tribes ended the British rule; seven Saxon kingdoms arose. I should like to tell you how these tribes became Christians, but must do that at another time. These seven kingdoms were united afterwards, and Egbert became king. Then the Danes came over as the Angles did. King Alfred fought them bravely (I could tell you charming things about him if I had time); that was a thousand years ago. England began to get on her feet. Next the Normans came over with an army from France, and conquered the English. William was the leader. Now king succeeded king. Then arose troubles between these kings and the priests, and Thomas à Becket who was archbishop of Canterbury was killed. This led to great excitement for many years; people yet visit the church where he was killed.

One of these kings was called Richard the Lion Hearted; he went on a crusade (I wish I could tell you about these crusades). The people began to think they must have some written laws, and not do just as the king said, so they got some written down, and called it Magna Charta—the great charter that was the beginning of our written laws.

There was an old Westminster Abbey, but Henry Third tore it down, and put up the one that travelers now see, where Shakespeare and so many great men are buried. There are many great cathedrals in England. Then the people had a parliament—that is, wise men met to make laws. There were wars with Scotland, for Robert Bruce was opposed to the English. Then there was Edward the Black Prince, and the attempt to conquer France; the Maid of Orleans who was burned at the stake; the civil war at home—the "Wars of the Roses," two sets of men wanting to rule England; Henry th-

Eighth who had so many wives; and Queen Elizabeth who beheaded Queen Mary of Scotland. The Armada attacked England in Elizabeth's time. Shakespeare, the greatest writer in all the world, lived in her time.

Then one foolish king was stubborn with Parliament, and had his head taken off, and Oliver Cromwell ruled. At last Parliament in 1688, became the ruler, and has been ever since. That was the time of William and Mary. I could tell you about the Four Georges if I had time. Victoria now reigns.

This story is the foundation, and should be impressed upon the memory by reiteration. Then each topic should be enlarged upon—that is, the story of "Mary Queen of Scots," should be told and woven into the general narrative.

The pupils should write out this general story, and be able to give it in their own words. They should write out the topics and be able to give them in their own words.

When this great frame-work is up the teacher can add something every day and nail it on tight, as he would a shingle to a house. All this should be done without a book. When the pupils know something about English history, and not before, they can profitably take hold of a book.

THE NEXT STEP.

Having impressed the general story on the mind, and made the pupils familiar with the great leading features (indicated by the topics on the blackboard), I next proceed to develop each of the topics. Take the "Romans in England."

THE ROMANS.

The city of Rome was built by the Romans—that was a long time ago. There have been great changes, war after war; but Rome still stands. The country is called Italy. The Romans were great warriors; they were very able in all ways, great as law-makers. In Europe these same laws are still used. The Romans you know, conquered the Jews, and it was under Pilate, the Roman governor, that Jesus was crucified.

The Romans were not only great conquerors, but great colonists; they liked to find a new country and put a Roman colony there. Now about 50 years before Jesus was born, Julius Caesar, one of the most wonderful men that ever lived, conquered Gaul—they call it France now. He writes about the people called Britons, who lived on an island called Britannia. He sent a general over in a ship and found people with horses and chariots—these last were new to the Romans.

Cæsar landed an army and fought with the Britons, and sent a governor to rule the province—the best one was Agriola. He built a wall across the island to keep out the northern tribes, which were like our Indians, I suppose. The Britons learned how to build houses, and they learned the Christian religion also. Constantine the Great was once a governor in England, and lived at York.

The Roman empire fell to pieces, as you will read, and the soldiers came back to Rome, and the Britons were left to shift for themselves. The Teutons, or (as we now call them) Germans, became a great trouble to the Romans. Among the Germans were several very strong tribes, the Angles, Saxons, and Jutes. The Angles came over to help the Britons, and themselves became masters of the island. There are traces in many places yet left by the Romans; only last year a wall they built was found.

This story is very simple, and so it must be; it can be enlarged upon in after days to any extent. It should be so told that the pupil can get hold of it, and relate it himself. He should write it out in a little book, and thus impress it strongly on his mind. In after talks many features left out, as given above, can be added until the theme is presented in considerable fullness. But this will be a work of time.

In a similar way the other topics are taken up. Then all are molded together by reiteration and reading.

Tell the pupils about the flapping of a fly's wing. The slow flapping of a butterfly's wing produces no sound, but when the movements are rapid a noise is produced which increases in shrillness with the number of vibrations. Thus the housefly, which produces the sound F, vibrates its wings 21,120 times a minute, or 352 times in a second; and the bee, which makes a sound of A, as many as 26,400 times, or 440 times in a second. On the contrary, a tired bee hums E, and therefore, according to theory, vibrates its wing only 330 times in a second. Marcy, the naturalist, after many attempts, has succeeded, by a delicate mechanism, in confirming these numbers graphically. He fixed a fly so that the tip of the wing just touched a cylinder which was moved by clockwork. Each stroke of the wing caused a mark, of course very slight, but still quite perceptible, and thus showed that there were actually 330 strokes in a second, agreeing almost exactly with the number of vibrations inferred from the note produced.

THINGS TO TELL PUPILS.

Tell the pupils about Australia. It is winter there while it is summer in our country. The trees shed their bark instead of their leaves, and fruit has the kernel or stone outside. Swans are black instead of white, and there the spider walks into the fly's parlor; for there is a species of fly that kills and eats the spider. A kind of fish called the climbing perch, climbs trees by the aid of its fins, and catches insects. Besides all these strange things, most of the birds do not sing, and the flowers are odorless.

Tell them about the origin of the expression, "mind your p's and q's." In alehouses, in the olden time, when chalk scores were marked upon the wall or behind the door of the taproom, it was customary to put the initials "P" and "Q" at the head of every man's account, to show the number of pints and quarts for which he was in arrears; and we may presume many a friendly rustic to have tapped his neighbor on the shoulder, when he was indulging too freely in his potations, and to have exclaimed as he pointed to the chalk-score: "Mind your P's and Q's, man! Mind your P's and Q's!"

Tell the pupils about the ocean cables. There are cables on nearly every sea and ocean bed, the total length of wire being about 113,000 nautical miles. The first cable connecting America and Europe was laid in 1858, and now there are nine instead of one. There seldom is any derangement of the lines, and then only for a short time, for the submarine lines are mended nearly as easily as those on land.

Tell them about the invention of the umbrella. Over a hundred years have gone by since Jonas Hanway, the first man who is said to have dared to carry an umbrella, died about the year 1786.

He was a remarkable traveler, and, like every one who has the courage to introduce novelty or improvement, was exposed to the insults of the ignorant. After sheltering himself under his invention for nearly thirty years, he had the satisfaction before his death, of seeing the much-abused umbrella come into general use.

Tell the pupils about cashmere shawls. They are made from the wool of the cashmere goat, which lives in the Cashmere valley, Thibet, and Tartary. Only the summer wool is used, and this is bleached by a preparation of rice flour. For each colored thread a different needle is used. The process is so slow that when the design is elaborate, the completion of one square inch will occupy three persons for a day, and a shawl of remarkable beauty would take this number a year for its execution.

Tell them about the ink plant. There is a curious plant in New Granada known as the "ink plant," the juice of which serves, without the least preparation, as ink. The writing at first appears red, but in a few hours assumes a deep black hue. Several sheets of manuscript, written with this natural ink, became soaked with sea-water during a journey to Europe, but when dried the writing was found to be still perfectly clear.

Civilization leads to wealth. There seems to be no end to the riches that England has. For nearly a century its inhabitants have been sending all over the world the products of their skill and labor, and making investments in every nook and corner where they can find places for them, and they are still hard at work doing the same thing. From commercial papers we learn that the capital subscribed for in the first eleven months of this year is double that for 1887, which was 500 million. We may safely assume that the actual investments of British capital in 1889 will not be less than \$750,000,000, and it may be more. Ask the boys how this money is made.

Whittier's home is besieged by tourists; much of his time is taken up by visitors, but he dislikes to be regarded as a subject of curiosity. Anticipating the requests that would be made on his birthday he ordered his barber to burn every hair cut a few days ago from his head, charging him not to allow a single hair to be taken as a relic. He never refuses his autograph. Young people often get a verse from one of his poems. Nothing pleases him more than to have an album brought to him by a little child to have him write in it. His influence is very great in his town; he has been on the Amesbury school board for many years. One of the residents says, "We love him because he loves us and appreciates us, and the scenery of the Merrimac river."

WASHINGTON DAY.

By HENRY G. WILLIAMS, Willettsville, O.

[The following double acrostic may be rendered by five boys and five girls, arranged alternately, or by ten boys or ten girls—best when rendered by five boys and five girls. Each one should be provided with a small sash of red, white, and blue, or have a small flag pinned to the right shoulder. Formed in an arch upon the wall, behind the stage should be the words, GEORGE WASHINGTON, made by cutting the letters neatly out of paste-board, or card-board, and carefully wrapping each with narrow strips of red, white, and blue tissue paper. The letters may be tacked or pasted on the wall. Under the arch have date of birth and death. Each of the ten pupils must be provided with two large letters, made from bright card-board, and made so as to be easily attached by the pupils to the front of their clothes at the proper time. A letter may be held in each hand. Before the pupil recites the first part assigned him, he carefully fastens the letter to his vest front by the bent pin in it, and so on through the class, until the word WASHINGTON is spelled. The first pupil then, in a similar manner, recites the second part assigned him, and so on till the motto, "Washington is our Model," is spelled out in plain view to the audience, the second line of letters being attached to the clothes a few inches below the first. The teacher easily makes out a suitable program for the rest of the school, being careful to put in suitable exercises on the flag, loyalty, Washington in history, patriotic music, etc.]

W is for Washington, "the first, the noblest, the best, the Cincinnati of the West."
A for Abraham Lincoln who served his country well, but was killed by a vile assassin.
S is for Saratoga, one of those memorable battles which gave us our independence.
H stands for the Hessians whom the English hired to fight the Americans.
I is for independence, gained by Washington and his brave fellow-soldiers.
N is for New York, the city in which Washington was inaugurated the first president of the United States.
G is for General Gates who defeated the British General Burgoyne at Saratoga, and brought joy to the American people.
T stands for Tories, the people who were opposed to independence.
O stands for "Our Country," "the home of the brave and the land of the free."
N stands for National Flag, the glorious star-spangled banner, which every soldier will fight for, and which every one loves to see.

ALL.

Three cheers for the flag, the glorious flag, the flag of Washington. (Two small pupils stationed, one at each end of the class and a little in front now wave flags, which they have kept behind them until now.)

I is for Isaac Van Wart, one of those three daring patriots who captured Major Andre and stopped Arnold's plans.
S stands for Soldier, than whom none was braver than Washington, and to whom none was more kind.
O is for the Old Independence Bell, which rang out the joyful tidings of "liberty throughout all the land and to all the inhabitants thereof."
U stands for Union, firm and strong, made strong by the cementing blood of patriots.
R stands for Republic, established by Washington, and the best form of government for a free and progressive people.
M is for Monmouth, the battle in which Washington bitterly rebuked a cowardly officer, and personally led the soldiers into battle, thus saving his army from disgrace and defeat.
O stands for "Old Ironsides" which, under three different commanders won brilliant victories against the British in the "Second War for American Independence."
D stands for the Declaration of Independence, which at last brought freedom to America.
E stands for the English, whom Washington routed on many battle-fields.
L stands for the liberty the Revolutionary war gave us.

ALL.

"Washington is our model,"
 Is the motto we've made for you;
 In the battle of life like him we'll be—
 Brave and generous, kind and true.

"Washington is our model,"
 Is a good motto for us all,
 Like him we will love this country of ours,
 And be ready to answer her call.

"Washington is our model,"
 Straight and strong and brave,
 With eye of light, and frame of might,
 And arm of power to save.

"Washington is our model,"
 Upright, firm, and grand,
 With kindly face and heart of grace,
 And firm and fearless hand,

A PROVERB.

SCENE.—Two little girls seated at a table on which are several school books, some covered with muslin, some uncovered. Also odd pieces of muslin, sewing utensils, etc. The children are covering the books, and the dialogue is opened by one of them exclaiming:

"There! that's the fourth book I've done, Amy, while you've not finished two yet."

Amy.—I know, Jessie, I'm very slow, I wish I could work as quickly as you. If Mary were here she'd have a proverb ready, "Slow and sure," or something else. But I don't believe that, for she is almost as quick as you, but everything she does is just right. If I don't hurry, though, she'll be here, and I did want to cover at least half these books before we stopped.

Jessie.—Well, I'll hurry with mine and help you. Oh, now, I've pricked my finger! O—ch, how it hurts. (Throws the book on the floor, and puts finger in her mouth.)

Amy.—(Laughing.) So much for hurrying! (Jessie looks offended.) But there, how mean of me to laugh at you when you were hurrying to help me! You made such a funny face, though, I couldn't help it. Do forgive me!

Jessie.—(Good naturedly.) Oh, yes, I don't mind, for I know you never can resist laughing at anything funny, even in school, and are all the time getting demerits for that very reason.

Amy.—Yes, isn't it too bad? Miss Benton said the other day that my last month's report would have been almost perfect but for the conduct marks. (Looking sorrowful.) It's very discouraging.

Jessie.—Not half so discouraging as what I have to bear. (While Jessie talks she is tearing off a piece of muslin hastily. Amy interrupts her.)

Amy.—What are you doing, Jessie? That's not large enough for the book you have to cover, and it's much too large for your other one.

Jessie.—Oh, it will do! There's no use in being so particular. As I was saying, I have a much harder time in school than you, because I fail so often in spite of all my studying. Even on review days, unless I go over all the week's lessons before class time, I very often fail.

Amy.—Well, I suppose that's because you're so bright and quick; you learn your lessons so easily. Don't you remember the day I called for you to go skating? Your mother said you couldn't go till you knew your geography. Fortunately I had learned mine before I left home. Well, you said that lesson to your sister perfectly, in less than five minutes! But in class the next day you failed in three of your answers.

Jessie.—Oh, that was because my mind was on the fun we were going to have, instead of on the lesson! But that's always the way. My teacher says I don't give my lessons a chance to make any deep impression on my brain, because something else is on my mind that makes the impression first. She told me to-day that if I didn't soon mend my ways, I'd not know anything, or be worth anything when I grew up. Indeed, she talked to me quite seriously, and I am going to do better. (Looking very serious.) (Enter Mary, who has been standing at the back, and heard the last few words. She is two or three years older than the other girls.)

Mary.—Well, dear, I hope you have begun by doing these books as well as you could. (Examines them while talking.) But, oh, I'm afraid not! See, this is not half done; I can slip the cover right off! (Picks up one arranged for the occasion. The book slips out as she shakes it.)

Jessie.—(Laughing.) Oh, well, these are not worth bothering over! It will slip in again just as easily. But come, are we going to the concert? These don't have to be finished to-day.

Mary.—Yes, Uncle Will brought us three tickets. But, Jessie dear, do let me remind you of one of mother's favorite proverbs—

Jessie.—(Interrupting her.) Yes, I know. (To the audience.) Do you? (Laughing and bowing as they exit.)

"Whatever is worth doing, is worth doing well."

Flag of the free heart's hope and home,
 By angel hands to valor given!
 Thy stars have lit the welkin dome,
 And all thy hues were born in heaven.
 Forever float that standard sheet!
 Where breathes the foe but falls before us,
 With Freedom's soil beneath our feet,
 And Freedom's banner streaming o'er us?

—JOSEPH RODMAN DRAKE.

THE PERSUADING SALESMAN.

[A sign is placed on the back of the stage, "Cheap Cash Store." A counter can be made of a board or two laid on some boxes. On this are laid some coats, caps, etc. The coat to be sold must be a swallow-tail and a mile too big for the customer. One of the older boys stands behind the counter. A customer comes in.]

Salesman.—(Customer enters.) Ah, good morning, my friend, I'm so glad to see you! How's your father and mother.

Customer.—Hain't got any.

S.—So! How's your brother.

C.—Hain't none.

S.—Thought that fine young man I saw you walking with was your brother; I might have known there couldn't be two such fine young men in one family. What shall I sell you now, eh?

C.—I want to get a pair of shoes.

S.—So. Why those are good shoes you have got on.

C.—Want 'em for next winter.

S.—Next winter! Why, that's a long way off. You don't want to buy shoes now, 'cause why? Why, they'll be making some splendid ones before then, and if you buy now you'll miss them. I tell you what you want, a coat. There is the biggest bargain in that coat—what you think I shall take for that coat, hey?

C.—I don't know.

S.—No, you couldn't guess. Why, that coat is worth twenty dollars. See what a coat it is. Now I will sell you that coat for ten dollars.

C.—But I don't want a coat.

S.—Never you mind that, you just try it on; you'll never get a chance to try on such a coat again in your life. (Puts it on.) There, that is perfectly splendid. You just walk up and down. (Walks.) There, don't you feel grand? Why, no one would know you! They would think it was President Harrison or President Cleveland.

C.—It's too big.

S.—That's just the good thing. You are going to grow, and that coat will be just the thing for you. I wouldn't sell you a coat that fitted you tight when you are going to grow so much. That's just the coat now to make you look real respectable.

C.—It's worn out on the sleeves.

S.—Certainly. That shows how good it is! Now you know how it will wear. That is a grand coat.

C.—(Taking it off.) But I don't want a coat; I want some shoes.

S.—Now, my friend, you shall have such a bargain with that coat, that it will make your hair stand up straight. I will sell it to you—don't speak of it to any one, remember—for eight dollars?

C.—I don't want a coat.

S.—No, not an ordinary coat, but such a coat as that; don't break my heart by refusing. (Pretends to cry.)

C.—Well, I suppose I had better have it.

S.—(Wrapping it up.) Such a bargain. Makes you look so well! Don't you see it's the coat that makes you look so well?

C.—What will I do about shoes?

S.—Shoes! You take that coat and you won't want any shoes. Nobody will see whether you have shoes or not. (Hands the bundle.)

C.—(Counting the money.) I have just five dollars.

S.—You shall have it for five dollars. My friend, I like to oblige such a nice young man.

C.—(Hands the money and walks out.)

S.—Now I will lock up and go to dinner. (Exit.)

PAT'S REASON.

One day, in a crowded Market-street car,
 A lady was standing. She had ridden quite far,
 And seemed much disposed to indulge in a frown,
 As nobody offered to let her sit down.
 And many there sat, who, to judge by their dress,
 Might a gentleman's natural instincts possess;
 But who, judged by their acts, make us firmly believe
 That appearances often will sadly deceive.
 There were some most intently devouring the news,
 And some, through the windows, enjoying the views;
 And others indulged in a make-believe nap,
 While the lady stood holding on by the strap.
 At last a young Irishman, fresh from the "sod,"
 Arose with a smile and most comical nod,
 Which said quite as plain as in words could be stated,
 That the lady should sit in the place he'd vacated.
 "Excuse me," said Pat, "that I caused you to wait
 So long before offerin' to give you a seat;
 But in truth I was only just waitin' to see
 If there wasn't more gentlem'n here beside me."

CURRENT TOPICS.

Under this head will be found a summary of important events, of discovery, of invention; quite a survey of the world—especially the civilized world. See also narrow columns.

DEATH OF A POET.—George H. Boker, the poet, dramatist, and diplomat, died in Philadelphia January 2. His most successful works were three dramas, "Calycos," "The Betrothal," and "Francesca da Rimini." He published several books of poems, many of the shorter ones becoming very popular. Mr. Boker so distinguished himself in the sonnet that Leigh Hunt called him one of the foremost of living sonneteers. He served under President Grant as minister to Turkey, and also to Russia. Who was Leigh Hunt? What is a sonnet?

COAST DEFENCE.—Congress has been asked to give large sums for coast defence. Large contracts have been made for heavy mortars. Why is the United States more favorably situated, so far as defence is concerned, than most countries?

PERU'S ELECTION.—Peru is about to hold a presidential election. The candidates are Col. Bermudes, who took part in the late wars, and Dr. Rosas, the choice of the civilian party. Who were the early inhabitants of Peru? By whom were they conquered? What recent war has Peru had?

TWO EMPRESSES.—Two empresses have died recently—the empress of Brazil, and Augusta, dowager empress of Germany. The latter was the wife of the late Emperor William.

LONDON'S PROPOSED TOWER.—There are 248 architects, 16 of whom are Americans and Canadians, and 16 Frenchmen, working on the plans of the tower to be erected on the bank of the Thames. Name some of the highest structures in the world.

GALES AND FLOODS.—A gale prevailed all over Great Britain. There were destructive floods in the north western part of Queensland, Australia. What causes winds?

TIPPOO TIB.—A Zanzibar court has decided that Tippoo Tib shall pay \$50,000 damages for failure to furnish carriers and other needful help to Stanley, according to his contract. He would probably have ruined the expedition, if he could have done it in some underhand way. Who is Tippoo Tib?

THE MARINE CONGRESS.—The congress of delegates from different nations decided that survivors of collisions must stand by a damaged vessel and give aid. They made regulations regarding fog horns or whistles, and favored uniformity of color in buoys. What dangers do vessels encounter?

STANDARDS OF MEASURE.—President Harrison recently received two boxes in which were the new standards made by the leading governments of the world. In 1889 the French government invited other nations to send delegates to a commission for the making of a new meter for an international standard of length. These standards have just been distributed to the different nations. How do we measure length? How do the French?

WANTS TO BECOME A STATE.—The people of Wyoming are agitating the admission of that territory into the Union. Its population is estimated at 50,000. What is the difference in government between a territory and a state? Which are the territories?

DEATH OF A NOTED CONGRESSMAN.—Judge William D. Kelley, of Pennsylvania, known as the "Father of the House," died January 9, in Washington. He was a member of the committee of the convention of 1860 that informed Abraham Lincoln of his nomination to the presidency. Of how many members is congress composed?

ACCIDENT AT LOUISVILLE.—A caisson about 300 feet from the Kentucky shore, used in the construction of a new bridge, gave way, and fourteen men were killed. What are caissons?

SPAIN'S KING ILL.—The illness of the infant king was the occasion of a great deal of anxiety. It was feared if he should die an attempt would be made to found a republic. How large is Spain? What island is subject to that country?

RAILROADS IN FRENCH COLONIES.—The French government will secure a loan of 100,000,000 francs to build railways in Tonquin and other French colonies.

AN OFFICIAL DECREE.—A recent decree in Brazil proclaims the separation of church and state, guarantees religious liberty and equality, and continues the life stipends granted under the monarchy. In what countries are church and state united?

CORRESPONDENCE.

"AUDI ALTERAM PARTEM."

To the Editors of THE SCHOOL JOURNAL:

I like your paper very much indeed—it contains many suggestions and much information that cannot fail to be very useful to teachers, and as soon as it comes to hand, I read it entirely through before I put it aside. But I should like it better still if you would publish both sides of the public school question. "Error ceases to be dangerous when truth is left free to combat it." You certainly cannot regard it as a settled question when the whole Catholic population (and it is great) of the country together with thousands of others, intelligent people, too, oppose it. It violates one of the fundamental principles which you so earnestly insist on in every number of your paper, viz.: "Do nothing for the child which he can do for himself." This is certainly a good principle, and lies at the bottom of all healthful mental and moral growth. Besides, both Nature and revelation make it the *inalienable duty* of the parent to provide for the wants of the child until he is able to provide for himself. The parent, then, has the *inalienable right* to say how he shall perform this duty, for there is no duty without a *corresponding commensurate right*. The common school violates this right and renders impossible the performance of the corresponding duty. You insist that religion should be taught in the schools, *undenominational* religion. There is no such thing in existence. If the state teaches religion, it must define what religion is, and by that definition a state church is established, contrary to the constitution. There are many other objections, but enough for the present.

Hopkinsville, Ky.

C. A. C. LINDSAY.

(We only wish we had room for more of "the other side." There is another side, we admit. There are disadvantages in this effort of the state to educate the children. When we see the political chicanery, the selection of poor teachers, the rascality, the lying, cheating, etc., that follows the public school system, we turn to see if there is a better way. And we think there is none. We believe in the public school system, with all its defects. Yes, it is the "inalienable duty of the parent," etc., and he does well in our judgment, to join with other parents to provide teachers and buildings. So we get our public school system—one not without defects, however. —EDS.)

GIVING FACTS.

To the Editors of THE SCHOOL JOURNAL:

"In the Word Book we are using (Swinton's), some lessons led me to explain briefly something of the Conquest and its effect on the language. Then came the article in the TREASURE-TROVE, 'An October Battle,' which I read to them. In the meantime an old school-mate, who is saturated with English history, happened to come across a copy of a piece of the Bayeux tapestry, and wrote to know if I had a class in English history, and would like the loan of her wonderful curio, remembering, she said, how she had wanted to see it when she read about it at school. I must confess I had never heard of Bayeux or its curious possession before, so my girls and I (though we are not studying English history) looked it up, and wrote the bare facts on the board. Their interest in things of this sort, though, has been awakened by our practice of devoting the first twenty minutes of each Monday morning to 'giving facts,' each girl telling some fact she considers interesting. These 'facts' have ranged as to date from the introduction of letters by Cadmus to the latest bill discussed by the state legislature, and, in importance, from the revolution in Brazil to the age of the oldest negro, and the number of miles he can walk or number of descendants he has. This last is such a favorite, and an older inhabitant is so constantly turning up in some part of the Union, that I have laughed it out of use. I think next Monday we will find out as much as possible, of the history of the old buildings of our city. South Carolinians are not noted for paying attention to local history, and I should like to see the children's minds directed to this. Timrod, our brightest star of poetry, quenched so soon by the darkness of the tomb, lies buried in Trinity churchyard, not four squares from our school door, yet many of the children did not know it. Quite a number of them visited the grave in the Christmas holidays, one little girl remarking that no flowers were planted there. Another wanted to know if he loved violets; if so she could plant some. Later on we found that the poet and his wife planted violets on the grave of their one little child, and the violets were decided upon.

MARY W. MCCARTHY.

(This is the sort of letter we like to read. Here is a teacher that is not only doing something in her school of a good deal of consequence, but she gets up and tells others. We want to hear from others in the same style. —EDS.)

PRIMARY READING.

To the Editors of THE SCHOOL JOURNAL:

Prevalent methods of reading, in my judgment, fall in two particulars: 1. That the child is not afforded mate-

rial with which to work for himself. 2. That the pupil never acquires a process by means of which he can determine the pronunciation of new words. The pupil ought very early in the course to acquire the power to gain more. He ought to be placed in the possession of guiding lines, whereby he may reach results for himself. The first thing a child does is to memorize a word-form, then another, and so on, until a vocabulary is obtained. The mastery of the first fifty words is of no practical aid in memorizing the next fifty, because each word is acquired by separate and repeated efforts of the memory. Of course in this way the pupil acquires power to memorize. The "word method," and the "sentence method," and the "phonic method," in my judgment fail to do for the beginner what is needed, nor does "word-building" accomplish it. It seems to me that the "synthetic sound system" gives better results. By it, words are grouped according to certain simple laws, and by a process of analogical reasoning whole lists of words are mastered, exceptional words being gradually introduced. It is a fact that by a process of analogical reasoning, the pupils acquire the majority of words in common use. This method enables a pupil to attain the correct pronunciation himself. He thus becomes wholly independent of the teacher. Every new word invites effort; rules are applied at once. Take the word *mate*, for example. The pupil knows that *e* is silent by position, and by a simple rule that the *a* is long, and can mark it so. The sound of a word is the unit of a language. A language is made up of sounds. The pupils are able to acquire a correct pronunciation from the first. This method gives training to the vocal organs. Pupils are taught to look at new words sharply so as to apply the laws that are involved in their formation. This method promotes correct spelling also. The rules referred to are not cumbersome or formidable. I give the above as the results of our use of the system here. I can speak strongly in its favor.

Tacoma, Wash.

F. B. GAULT.

THE MORMONS.

To the Editors of THE SCHOOL JOURNAL:

In the "Current Topics" of November 30, it is stated that "Some 'apostate' Mormons applied for citizenship at Salt Lake City. Objection was made to this on account of their oath, and in investigating the matter some startling facts were brought out. It was found out that there were, or had been, three organized bands of murderers." The facts are wholly untrue. No "apostate" Mormons were refused citizenship, and no investigation showed that there were, or had been, three organized bands of murderers connected with the Mormons. I have reliable information in my possession to show that the Mormons are as honest and industrious a people as can be found within the confines of our republic. If there are any readers of the JOURNAL who wish to know the true character of the Mormon people, address the undersigned at Salt Lake City, who has been personally acquainted with the Mormons for thirty years.

WM. M. STEWART, Supt. Schools, Salt Lake Co., Utah.

(We print the above with pleasure. In my visit to Salt Lake City we made many inquiries about the Mormons, and found that there was a party bent on driving them out, and getting possession of their lands, concealing their motives under the cry of "away with Mormonism." While opposed to polygamy, we must concede to the Mormons the right to practice their religion freely, as is conceded to all sects. It is a fact worthy of note that the Mormons are earnestly improving their schools. They read a good many copies of the JOURNAL and INSTITUTE. —EDITORS.)

TEACHING PUNCTUALITY.—I am always on time in the morning myself; it influences the pupils mightily in the direction of promptness. I contrive to begin the day with attractive exercises. If a pupil plays any musical instrument, I get him to bring it to play at school opening. I have half-a-dozen musically-inclined boys, and have constructed them into a school band for music every morning. But the school must be made interesting all day long. One cause of uneasiness is the need of physical exercise. The boy animal was never intended by nature to sit at a desk all day; but civilization will not allow his mind to go untrained; there must be a compromise between nature and civilization. He cannot be jumping up and down continually in study hours to stretch his limbs and shake himself; but to keep him from continually fidgeting about, I have a regular appointed time for exercise when he may go at it with a will; then he will be more quiet, and attentive to study while he is at that.

This exercise I make something he will like and take an interest in. Boys like military drill; and a good drum and a barrel of broomsticks for guns, may be made a means of grace to many an uneasy and inattentive school-boy. Such features are good not only in themselves, but indirectly in the common interests they develop between teacher and scholars.

The query will arise, "What exercises? Where shall I learn the drill?" How can I get my pupils interested in such things?" "Where there is a will there is a way." So I have found.

W. D.

WE have lately received several copies of the publications of E. L. Kellogg & Co., New York: THE SCHOOL JOURNAL, TEACHERS' INSTITUTE AND PRACTICAL TEACHER, and TREASURE-TROVE. They are splendid papers, and deserving of the highest praise. Every teacher ought to be possessed of one or more of these papers, to make them better and worthier instructors.

Joliet, Ill.

M. A. SWALM.

EDUCATIONAL NOTES.

THE INDIANA STATE TEACHERS' ASSOCIATION.

The thirty-sixth annual session of the Indiana State Teachers' Association began at Indianapolis, December 25. The opening address of Prof. L. H. Jones, the retiring president, and that of the new president, Prof. J. A. Zeller, both called the attention of the teachers to needed reforms.

The paper on "Science in the High School," by Dr. David J. Jordan, made a vigorous attack on the present system of teaching science by the use of text-books. The difficulty was with the teachers not understanding the subjects they were trying to teach; it was much better to have the students tell the result of their own observations about frogs and turtles than to tell the difference between the ichthyopsida and the sauropsida.

Supt. J. N. Study, of Richmond, presented "The True Function of School Supervision." He believed in the old system of using the rod. As long as the teachers' force was largely composed of women, it must lack permanency and efficiency.

THE HIGH SCHOOL SECTION.

Miss Sarah E. Tarney read a paper on "The Ground of Professional Work." It was so psychological as to be beyond the comprehension of most present.

Supt. P. A. Allen, of Bluffton, presented "The Nature and Purpose of High School Discipline." The pupil should have his character built up, then have his head crammed with book knowledge.

Miss Martha J. Ridpath read a paper on "Should Grammar be Taught in the Public Schools?" She favored teaching it in the high schools. This led to a lively debate.

After this came an interesting symposium, "How can Pupils be Trained to Study Intelligently?"

Prof. Howard Sandison, in reviewing the course of study in the common schools, advised more attention to form and object study, and less to text-books. Mr. Hughes presented "Natural Science in the Teachers' Reading Circle."

The Indiana College Association was opened by Pres. Mills with a paper on "The Religious Sentiment in its Relation to Scholarship." He believed the intellectual activity of the race began in religious thought. Prof. A. S. Hunter read a paper on "The Relation of Mathematics to Metaphysics." Prof. Thos. Gray read a paper on "The Function of the Laboratory in Technical Schools." "The Study of Man Through Language" was handled by Prof. Horace Hoffman, and Prof. Spencer read a paper on "Word Color."

Prof. H. C. Gavin presented "What Language should be Studied First?" favoring the modern languages before Latin and Greek.

Prof. Robert J. Aley presented "Mathematics in Preparatory Schools."

THE KANSAS EDUCATORS.

The State Teachers' Association met at Topeka, Dec. 25. Gov. HUMPHREY made a long address praising education. Pres. WILKINSON followed:

"The purpose of this paper has been to re-assure us in our position that education is unmistakably the proper function of the state, that the property of all the people must assist to perform this function, that the general policy of the nation, and of our own state in particular, is wise and economic in the use of funds raised for public education, that the training which the public schools are now giving is practical for the use of state and citizen, and is worth all it costs."

Prof. JOHN M. BLOS spoke of the "War of the Rebellion as a Factor in our Educational Progress."

Supt. TODD spoke of the "Survival of the Fittest in Education":

"We hear a great deal of talk to-day about over-production, but there is one commodity, the demand for which far exceeds the supply, and there is no immediate danger of a surplus. The demand is for men, men with intelligence, convictions, and backbones."

The subject "How to Interest School Officers in Education," aroused discussion. One man said that "county superintendents were political machines and school boards no better."

The "Relation of Education to Crime" was discussed by Prof. CANFIELD: "No education is worthy that does not inculcate the idea of industry in, and an appreciation for, any occupation that is legitimate and honest. The great demand is for colleges where our boys and girls may be taught the trades, that idleness and crime may again be checked."

Supt. GEORGE W. JONES, of Mound City, read a paper on "Teaching, Training, and Telling."

Prof. L. TOMLIN, of Wellington, read a paper on "The Sanctity of the Profession."

Prof. GEO. T. FAIRCHILD read a paper on "Training or Citizenship":

"It would be time well spent if half the days of childhood up to 14 years were spent training eyes to see, ears to hear, noses to smell, tongues to taste, fingers to feel, and muscles to push with occasionally."

Prof. J. H. CANFIELD gave an address on the same subject from the intellectual standpoint.

Commissioner HARRIS gave an address on "The Need of Colleges."

"College education should mean the production of directive intelligence. This means a sort of intelligence that understands the relation to one another and to the whole. To decrease this sort of production is directly suicidal to the higher interests of civilization."

T. S. HARKINS, of Junction City, discussed "Practical Education."

JOHN McDONALD, of Topeka, announced himself in a state of inquiry in regard to the subject of manual training, and said it is generally assumed that such training is for the city schools and cannot be carried on in the country schools. As he had visited the schools for manual training in Chicago and St. Louis he had found them filled with the children of the wealthy, not the children of the poor and needy.

J. W. COOPER, of Newton, read a paper on "Oral Teaching—Its Use and Abuse."

W. WHEELAN, of Ellis, believed that teaching does not consist entirely of oral teaching and text-book teaching. That observation and investigation are not oral teaching. He believed it to be better to let a pupil investigate a matter, and learn for himself, than to be told by the teacher.

Prof. STRYKER discussed "The Tenure of Office." Mr. MILLER also advocated not only permanency of tenure, but the professional idea. Mr. RICE, of Cowley, said a serious lack is the absence of any central standard for judging the proficiency of teachers. A system of state regency to establish such a standard is desirable, and a system of supervision to ascertain the actual success of teachers in practice. Mr. MORTON, of Abilene, was of the impression that teachers stay as long in a place as they ought, and that a short term is the deserved lot of the poor teachers.

Our correspondent says: "Some features of the meeting were truly surprising. Besides the 1340 who enrolled as members, there were about 800 in attendance who did not pay any fee."

W. T. HARRIS, commissioner of education, said, at the banquet, that the average of intelligence in Kansas is the highest in the United States. The sturdy independence and will-power of the men and women who marched from the East to Kansas in the early days is still here, and has been renewed, and repeated, and propagated, until this state is a self-thinking, self-helping, self-reliant commonwealth, worthy of the highest admiration."

A CORRESPONDENT at the New Jersey State Association writes: "Let me suggest to the officers of next year that there is a law against cruelty to animals, and TWENTY-ONE papers, addresses, lectures, and discussions, in forty-eight hours will deprive any man, who attends and listens attentively, of the necessary amount of blood in the region of the stomach to properly digest his food. Every session was crowded with work; no time for thoughtful discussion and comment. One or two papers at most at a session, is all that can be wisely considered. It is always well to leave something for next year."

On the whole, these mid-winter meetings accomplish much more than the summer meetings in most of our states, when everybody is tired and distracted by the heat.

THE directors of the American Institute of Instruction in Boston, have voted to hold the next meeting in Saratoga the week beginning July 7, but "that the final decision as to time and place be left to the executive committee."

THE teachers of Chautauqua county, New York, met at Westfield. Dr. Albro puts more practical pedagogics into his talks than others have before him. He discussed Comenius, Pestalozzi, Froebel, and Spencer, commending Locke and Spencer. Dr. Palmer was interesting in his talk on language. At last the JOURNAL's ideas are adopted, that only when whispering is a nuisance should it demand the care of the teacher. Com. Swift has provided this year a course in practical teaching that has been of real service. Drawing was well presented. At Mayville, Prof. Sanford illustrated teaching by a class; this, too, is the JOURNAL's idea. Altogether the new ideas are spreading. The gathering at Sinclairville was under Prof. Barnes' instruction. I hear there was a goodly assemblage, but Westfield evidently bears off the palm for interest, and, it is thought, earnestness. X.

IN South Carolina a "School Superintendents' Association" has been organized, with Supt. D. B. Johnson, of Columbia City, as president, and Supt. D. F. Houston, of Spartanburg, as secretary. A meeting will be held in Columbia April 18, to discuss "Course of Study," "Essen-

tials and Non-essentials," "Supervision," "Teachers' Meetings," "School Statistics," "The best Method of Effecting a Reform in the Distribution of the State Two-mill Tax," "School Forms and Blanks," "School Libraries—their Necessity, how Procured and how Used," "Supplementary Reading."

THE French government conferred on James MacAlister, superintendent of public schools, Philadelphia, a diploma of appointment as "Officier d'Académie."

The French government has sent intelligent scholars to inspect American schools, with a view to the adoption of such of their methods as are likely to be useful. Their reports in all cases have spoken in terms of highest praise of the success of Prof. MacAlister in his responsible office. The French government has conferred an honorable distinction by making him a member of the University of France, which is the head of all institutions of higher learning in France. This university is among the oldest of the great European universities, embraces the whole system of national education, and includes all the institutions for imparting instruction throughout France, from the lowest schools up to the colleges and special schools for the most advanced branches of knowledge. It thus represents the French national system of education. It is composed of twenty-six academies, each of which has the superintendence of the schools and colleges within its district. This degree conferred upon Prof. MacAlister shows that the "New Education" is appreciated by the best scholars in the world.

THE superintendent of Lawrence county, Dak., is Miss Neill, a very efficient person, we should think; 41 teachers were present at the institute just held. We hail those Dakota teachers, and bid them God speed.

NEW YORK CITY.

THE New York City board of education did a good thing at its meeting on Dec. 18, by fixing the salary of all male principals at \$3,000 after 14 years' service. This means that such principals will get, after 14 years, \$3,000, even if the school is a small one. It is none too much for this city to pay.

THE secretary of the Conference of Educational Workers informs us that the next quarterly meeting of this society will be held at the New York College for the Training of Teachers, 9 University place, on Saturday, January 25, at 2 P. M. The subject of "The Effect of Recent Innovations upon the Course of Study" will be presented by S. T. Dutton, M. A., supt. of schools, New Haven, Conn. Miss Julia Richman, principal of G. S. No. 77, New York; Assistant Supt. Paul Hoffman, of New York; Prof. E. H. Cook, of Rutgers College Grammar School, New Brunswick, N. J.; Miss Conant, of the New York City Normal College; Supt. W. N. Barringer, of Newark, N. J.; Supt. Randall Spaulding, of Montclair, N. J.; Prof. Vernon L. Davey, of East Orange, N. J., and others, will speak.

LAST Saturday afternoon Mr. W. E. Pulsifer, of Boston, gave a very interesting lecture on school music, in the Cooper Union music course. He was followed by Prof. Bill, the well-known institute lecturer. Prof. Bill will speak this (Saturday) afternoon at 2.30, and will also conduct a normal music lesson. Teachers are cordially invited to attend.

PRESIDENT Truman J. Backus will be unavoidably prevented from lecturing in the Free Lecture Course at the College building, 9 University Place, on Tuesday January 21 as announced. His place will, however, be supplied by Prof. Melvil Dewey, of Albany, secretary of the Board of Regents, who will lecture on "Higher Education in the State of New York."

TEACHERS FOR GOOD PLACES.

TEACHERS who are looking for valuable places will do well to read the announcement of the NEW YORK EDUCATIONAL BUREAU, on another page.

One teacher of ours, elected for a \$700 position, is a lady normal graduate, capable of teaching Music, vocally and instrumentally, Calisthenics and Drawing; has taken full course at one of our best normal schools and training colleges, and also holds two state certificates.

This is the kind of teacher wanted by the NEW YORK EDUCATIONAL BUREAU. When you write, write fully—your present work, salary, etc. A few teachers are wanted who are capable of doing good INSTITUTE or SUMMER SCHOOL instruction.

If you are interested in filling vacancies in your vicinity, write at once to H. S. KELLOGG, 25 Clinton Place, Manager of the NEW YORK EDUCATIONAL BUREAU.

The most severe cases of scrofula readily yield to Hood's Sarsaparilla, which purifies the blood.

PROFESSOR BOONE, of the Indiana State University, and Professor Mace, of the De Pauw University, are both lecturing with great acceptance in various institutes of their state.

PROFESSOR GIFFIN, of the Cook county normal school, well known to the readers of this JOURNAL, recently gave interesting lectures at the institute in Columbia City, Indiana, on "How to Reach the Mind," and on "Professional Reading."

A STATE fair by the colored people has been held in South Carolina. Numerous entries, including horses, cattle, poultry, field-crops, and fancy articles were made. The white population have aided the cause in every way possible.

THE boys' section of the paupers' school, in connection with the Whitechapel and Poplar unions, near London, Eng., was burned Dec. 31. The inmates were asleep, and twenty-six boys who were in the upper stories were suffocated. Fifty-eight boys were rescued. The matron and several boys slid down the water-pipes.

WE note in some educational papers the existence of advertisements we have rejected. We don't run humbugs if we know it; that these are humbugs or worse is plain from reading them.

FLYER TO THE WEST.

A train making the fastest time to St. Louis, of all others from New York City, is the Pennsylvania Railroad "St. Louis, Chicago & Cincinnati Express." Its superb appointment, and convenient hour of departure, justly warrant the patronage it has received since its inauguration. It leaves foot of Desbrosses and Cortlandt Sts., every day, at 3:00 p.m., and the next evening at 7:40 p.m. Its passengers alight in the station at St. Louis. The travelling public do well in encouraging such a record.

BOOK DEPARTMENT.

NEW BOOKS.

ULYSSES AMONG THE PHÆACIANS. From the Translation of Homer's *Odyssey*. By William Cullen Bryant. Boston and New York: Houghton, Mifflin & Co. 73 pp. 15 cents.

This is No. 43 of the Riverside Literature Series, and will be acceptable to all to whom the *Iliad*, whether in or out of the original, has an ever increasing fascination. It cannot but be acceptable to the vast number of teachers who cannot read it in the original. Homer is an indestructible book: it is nearly 2500 years old. There must be a reason why people read it. Such a primer as this should be widely sold.

ALGEBRA EXAMINATION PAPERS. Edited by Wm. F. Bradbury, A. M., Head Master of the Cambridge Latin School, etc., Boston: Thompson, Brown & Co. 99 pp. These are the Examination Papers for admission to Harvard, Yale, Amherst, Dartmouth, and Brown, from June '78 to September '89 inclusive, and therefore furnish an opportunity for a comparison of requirements in the study of algebra such as is rarely given. No better list for practice can be found than the thousand examples here presented that have been given as tests by these colleges.

LITTLE PEOPLE'S SPEAKER. Compiled by Mrs. J. W. Shoemaker. Philadelphia: The Penn Publishing Co. 100 pp. 25 cents.

In addition to the topics usually selected, and which have become more trite than time-honored, there are other selections designed for holiday and special occasions. The book will probably interest and please those for whom it is intended.

WHEAT AND TARES. A Novel. By Graham Claytor. Philadelphia: J. B. Lippincott Co. 372 pp.

Dialect stories need perhaps, more than any other, some especial *raison d'être* for their appearance, and whether this is to be found in the volume before us or not will depend upon the reader's standpoint. The story begins some eight years anterior to Secession, and ends a decade after the close of the Civil war. Southern scenes and Southern character are carefully portrayed, and the plot is well sustained throughout.

THE STORY OF BOSTON. A Study of Independency. By Arthur Gilman, M. A. New York and London: G. P. Putnam's Sons. 8vo. \$1.75.

We have here the third of Prof. Gilman's series, entitled "Great Cities of the Republic," numerous illustrations, and to many, we imagine, the most interesting of the three. It is, as the author terms it, a study; and he calls us to it, first, in the contemplation of a vigorous struggle by strong and determined men for a century and a half against a powerful monarchy, and from this leading his readers to an examination of the fruits of a discipline of debate and conflict, in the development of a typical American civilization. He has done his work well and thoroughly, not omitting the influence of the various "isms" and individualisms in rounding out the character of the great city and commonwealth. The index to the contents enhances the value of the volume as a book of reference. There is no scarcity of facts and figures written out large on the pages of history; but it is refreshing to see, in addition to this, the inspiring motives of men's actions displayed, which are so often hidden or concealed. In this respect, few books of this character will be found as satisfactory as the one before us.

ABDALLAH; or the Four-Leaved Clover. Chicago: A. C. McClurg & Co. \$1.00.

The late lamented Miss Mary L. Booth's admirable translation of Edouard Laboulaye's quaint picture of Oriental life and superstition is found here. It is one of those exquisite tales that will ever delight young and old who like purity of style, brightness of wit and fancy, and elevated moral sentiment. Miss Booth said of it, "This little volume cost me more than a year's study. There is not a detail in it that is not borrowed from some narrative of Eastern travel, and I read the Koran through twice in order to extract therefrom a morality that might put Christians to the blush, though practiced by Arabs." It is well translated and will have a special charm for those who like the flavor of Oriental life.

INSTRUCTION IN GERMAN, and its Helpful Influence on Common School Education. An Address by John R. Peaslee, Ph.D., late superintendent of the public schools of Cincinnati.

To those who oppose the introduction of German instruction in our schools, and to those who favor it, Dr. Peaslee's arguments will be equally interesting and instructive. He will be listened to with much attention, for he is a capable man. We do not think that German should be a part of the common school course; if it will attract pupils to the schools let it be used.

AMERICAN BOOK-MAKER. No. 6, Vol. IX., Dec. 1889. New York: Howard Lockwood & Co.

The contents of this number shows an unusually large number of kindred subjects treated upon; the editorials taking an extended range from type-founding to nursery literature. The illustrations are good, and the number is a credit to all concerned.

MONEY. By James Platt, F.S.S. New York and London: G. P. Putnam's Sons. 75 cents.

The author of this 16mo. volume has taken quite an extended range, beginning with the definition of his subject, and running the entire gamut of silver, paper, panics, capital, and beggary. Although intrinsically a dry subject, he has made it interesting even to the casual reader, and his method of treating the vexed questions constantly arising in connection with trade and exchange will probably meet the views of all except the extreme socialist. However generally received the philosophy of Uthello, "Who steals my purse steals trash," may be, the world, we take it, will have reached the millennial stage before the counsel of the crafty Iago, "Put money in thy purse," is entirely lost sight of.

ANGELIC CHORDS. A Collection of Duets, Trios, and Choruses, With English and German Words. Selected and Arranged by Joseph Fischer. New York: J. Fischer & Bro. 64 pp. 75 cents.

Among the gems in this little collection will be found Beethoven's "The Heavens are Telling," and Abt's "Farewell Song." There is also a Christmas Anthem by Weigand, and C. L. Fischer's "Home."

AN ELEMENTARY TREATISE ON THE METHOD OF LEAST SQUARES. By George C. Comstock. Boston: Ginn & Co. 67 pp.

The object of this little elementary treatise is so to present its subject to students, that a practical knowledge may be acquired with a moderate expenditure of time and labor. Theoretical demonstrations have been to a great extent abandoned, and thus the student is freed from the embarrassments usually encountered at the very outset. While not, perhaps, a *multum in parvo*, much prominence is given to distinctions too frequently lost sight of. In addition to this, many of the best authorities have been consulted.

GERMAN MANUAL. A New Method for Acquiring a Theoretical and Practical Knowledge of the German Language. By Frederick Ruentzler. Part First. Reading, Pa. Published by the Author. 60 pp.

This work, as the title implies, is intended only for beginners, and its main object is the study of the principal auxiliary verbs. Everything is presented in a clear, simple, and systematic way; and, as regards the tone of the language, Professor Ruentzler's little manual will be found to differ widely from the greater part of the numerous German grammars, which fail to give a conversational knowledge of the language.

VOCAL PHYSIOLOGY AND VISIBLE SPEECH. By Alex. Melville Bell, F. E. I. S. New York and London. 59 pp.

An effort is here made to so popularize a knowledge of the subjects treated, that they may be practically taught in schools and colleges. It would be difficult to give, in so few words, a more complete view of the actions of the vocal organs, and the resulting elements of speech. Symbols are used to denote the various motions and positions, and are such as can be readily mastered. Prof. Bell is among the greatest living phoneticians, and he has given in this a timely addition to the many excellent works that have come from his pen.

THE RISE OF UNIVERSITIES. By S. S. Laurie, LL.D. of the University of Edinburgh. No. 91 of the Humboldt Library. New York: J. Fitzgerald, 24 East Fourth street. 109 pp. 30 cents.

This is a book of great value to all students of educational history. It comprises a number of lectures that are the result of much reading and careful labor. Among the subjects treated are Influence of Christianity on Education, and Rise of Christian Schools,—Charlemagne and the Ninth Century,—Inner Work of the Christian Schools,—Tenth and Eleventh Centuries,—The Rise of Universities,—The First Universities,—The Constitution of Universities,—Graduation,—and Oxford and Cambridge.

MANUAL TRAINING IN THE PUBLIC SCHOOLS. By Charles R. Richards and Henry P. O'Neil. Educational monographs, published by the College for the Training of Teachers, New York City. Issued bi-monthly. \$1.00 per annum.

This is an attempt to lay before the reader the latest results of manual training in the schools. The authors are well aware that, at the present stage, to lay out a perfect scheme of manual work is not possible. Nevertheless, much that is valuable and suggestive has been presented in the line of paper work, clay modeling, drawing, wood-work, etc., employed in classes of different grades. This is followed by an exposition of "Manual Training as Introduced into the New York Public Schools." The earnest teacher will find much that is helpful in this monograph.

THE PUBLIC REGULATION OF RAILWAYS. By W. D. Dabney. New York and London: G. P. Putnam's Sons. \$1.25.

The position of the author for years, as chairman of the committee on railways, etc., in the legislature of Virginia, has given him more than the usual facilities for knowing whereof he speaks. A general idea of his work may be had from the words with which he concludes:—"Public animosity towards the railways, and the questionable defensive methods of the latter, act and react upon each other, and thus both are aggravated. A sincere effort to arrive at truth and justice on the one hand, and a frank disclosure and explanation of the elements of the situation on the other, can alone produce permanent and satisfactory results. All who want to examine this subject will find this a very handy volume."

COLUMBIA DESK CALENDAR FOR 1890.

An excellent and convenient business calendar, tastefully gotten up by the Pope Manufacturing Co., Boston, New York, and Chicago.

JANET'S REPENTANCE. By George Elliot. New York: Norman L. Munro & Co. 120 pp.

This great writer, without a peer in her own especial field, needs no introduction to the better class of readers; and "Janet's Repentance," though less widely read, will rank with "Adam Bede."

REPORT OF THE PRESIDENT OF THE BOARD OF EDUCATION OF BROOKLYN, N. Y. 1889.

This pamphlet is well gotten up, well and carefully arranged, and shows advancement; is being made along the line, in many ways.

THE TEACHERS' PROFESSION covers an entirely different field from THE TEACHERS' INSTITUTE. It aims at providing a practical means of advancement for those who wish to advance from grade to grade. It is devoted to professional improvement. Price, 30 cents per year. Published by E. L. Kellogg & Co., N. Y. City.

THE SCHOOL JOURNAL is designed for those who wish more insight into educational principles and methods than is afforded by the INSTITUTE. It contains four times as much; it tells what is done at meetings, discusses educational ideas extensively. Those who want to know what the leading minds of education are thinking about, take it. It is for principals, superintendents, and progressive teachers. Price, \$2.50. Published by E. L. Kellogg & Co., N. Y. City.

E. L. KELLOGG & Co will soon issue the following books: "Artificial Production of Stupidity in Schools," by Brudenell Carter. This celebrated paper first appeared in Forbes Winslow's *Journal of Psychology* in 1859, and has become very scarce. Dr. Carter kindly gives his permission to its reprint.

"The Recitation," by Supt. McMurray, of South Evanston, Ill. This is a very valuable little book.

"Educational Reformers," by R. H. Quick. This will be a new edition of a most valuable book containing many improvements, making it more convenient for study.

ANNOUNCEMENTS.

THE SCRIBNERS have issued "Said in Fun," a little volume containing some of the wittiest sayings of the late Philip H. Welch. The jokes and funny paragraphs are illustrated with full-page drawings by leading American artists.

D. LOTHROP Co.'s recent publication, Miss Carrie Norris Horwitz's adaptation of certain German fairy tales under the title of "Swanhide," is attracting general attention.

HOUGHTON, MIFFLIN & Co. have already published the third edition of Miss Jewett's story for girls, entitled "Betty Leicester."

GINN & Co. have recently brought out an important work, "The Leading Facts of English History," by D. H. Montgomery. It will make a valuable addition to the student's library.

One of D. C. HEATH & Co.'s latest books is "School Hygiene," by Arthur Newsholme, M.D., a simple and comprehensive treatise.

HARPER & BROTHERS bring out in an inexpensive form Stanley's recent letters from Africa.

MAGAZINES.

The January number of the *Book Buyer* begins a prize literary competition. Fifteen questions relating to standard and popular books and authors are given, and these are to be followed by fifteen more in the February number. Four handsome cash prizes are offered to those who answer the greatest number of these questions correctly.

In the January *Babyhood* Dr. J. M. Mills describes a new and simple apparatus for the treatment of tonsillitis. One of the most interesting articles discusses the comparative advantages and disadvantages of early music study for young children.

The January *Phrenological Journal* has sketches of W. G. Pufferfoot, the philanthropist, and of the late emperor of Brazil and the Princess Isabella. It also contains the first of a series of articles on physiognomy, in which the author proposes to study Lavater and physiognomy in general.

The discussion in the *North American Review* for January on "Free Trade" and "Protection," by Messrs. Gladstone and Blaine, will attract unusual interest. In the same number is printed Jefferson Davis' article on Robert E. Lee; "By-gone Days of Boston," by Charles K. Tucker; "A Plea for Copyright," by Count Emile de Keraudy, and a symposium of women's views of divorce, by Mary A. Livermore, Amelia E. Barr, Rose Terry Cooke, Elizabeth Stuart Phelps, and Jennie June.

The January *Magazine of American History* has an admirable frontispiece portrait of William Cullen Bryant. "Uncle Tom's Cabin and Mrs. Stowe," is an extract from a new work by Mrs. McCray. All who are interested in American history should read Hon. James W. Gerard's paper on "The Impress of Nationalities on the City of New York." Dr. Manigault writes of American Republics—Their Differences.

A most instructive article, in the December *Sanitarian*, is that on "Our Clothes," by Lucy M. Hall, M.D., of Brooklyn, N. Y. "The Relations of the Dwellings of the Poor to Infant Mortality," by Alfred C. White, of Brooklyn, is one that will be especially interesting to those who are trying to better the condition of the poor in our large cities. Miss Juliet Corson writes of "Food—Its Relation to Health," and "Rev. Charles H. Treat of 'Sanitary Entombment; the Ideal Disposition of the Dead.'"

GEOGRAPHY

May be made pleasant and profitable by using the following new aids:

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Dr. Wm. T. Harris, *Concord, Mass.*: "Of real service in teaching the child the concrete meaning of the technical terms used in Geography."

Jackson's Earth in Space. Presents simply the main features of Astronomical Geography for Grammar and Intermediate Schools. The only book on the subject. Retail price, 40 cents.

SCHOOL COMMITTEE ROOMS, BOSTON, MASS., May, —, 1889. "Voted unanimously, that fifty 'Jackson's Earth in Space' be purchased for each Grammar School." The NEW YORK CITY SCHOOLS have also just adopted it.

Nichols' Topics in Geography. A Transcript of successful work in the school-room. Generally acknowledged to be the best book on this subject yet made. Retail price, 65 cents.

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Alex. E. Frye, author of 'The Child in Nature.' "Its hints to teachers are invaluable, while its Modern Facts and Ancient Fancies will be a revelation to many."

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Lucretia R. Crocker, *late Supervisor of Schools, Boston*:—"I shall advise the use of these 'Outlines' in our work."

E. E. White, *recently Supt. of Schools, Cincinnati*: "I hold map-drawing to be a means and not an end. I therefore shall use and strongly commend your maps."

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TEACHERS WANTED.

We have been asked by the authorities to recommend teachers for the following places:—

PUBLIC SCHOOLS.

POSITION.	STATE.	SALARY.	WHEN WANTED.
Supt.	Penn.	\$1,300.	Spring
H. S. Prin.	Ind.	750.	Jan.
Pub. S.	Neb.	1,000.	Jan.
Supt.	Mich.	1,300.	Spring
Pub. S. Prin.	Ills.	1,000.	Jan.
H. S.	Neb.	800.	Soon
Town	Penn.	50.	Now
Pub. S.	Neb.	550.	Jan.
H. S.	Ohio	75.	Spring
H. S. Asst.	Mich.	600.	Jan.
"	Wis.	500.	Jan.
"	Kans.	75.	Feb.
"	Iowa.	450.	Jan.
"	Ills.	600.	"
"	Mich.	50.	"
Gram. Grade.	Wis. (2).	35-40.	"
"	Ohio	50.	"
Intermediate.	Mont. Ter.	50.	April
Primary	Iowa	35.	Now
"	Minn.	50.	Soon
"	Dak.	40.	Jan.
"	Wis.	35.	"

PRIVATE SCHOOLS.

POSITION.	STATE.	SALARY.	WHEN WANTED.
Asst. (Man).	Ills.	\$ 50 & Home.	at Once
Prin.	Iowa	"	"
Latin	Ala.	40 & Home.	"
Sciences—Coll.	Ky.	1,000.	Jan.
Prin.—Acad.	Mo.	"	At Once
Lady Asst.	Ky.	600.	Jan.
Agri.—Coll.	Ky.	2,500 (7½)	Jan. or Feb.
Sciences—Acad.	Minn.	800.	Jan.
Lady Asst.	Ky.	35 & Home.	Feb.
"	Minn.	"	Jan.
Training Teacher.	New England States.	800.	Soon
Asst. Supt.	Ky.	40.	Jan.
Music—Univ.	Kans.	Good.	Soon
"	Ohio	Small.	"
Acad.	Ills.	"	Soon
Partner—Coll.	Kans.	"	Soon
Commercial Teacher.	Mich.	1,000.	"
Music	Ala.	50.	Jan.
Primary	Chicago	600.	"
Del Sarte System.	"	400.	Soon

New places are coming in every day. The large Manual of the Association and circulars are sent free.

We are always glad to have teachers consult us freely as to their wants, and the chances of their securing better salaries, or more congenial surroundings. All communications are held as strictly confidential.

Address

TEACHERS' CO-OPERATIVE ASSOCIATION,
ORVILLE BREWER, Manager. 70 and 72 DEARBORN ST., CHICAGO.

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We are asked to recommend a Superintendent at a salary of \$2,500 several Principals, \$1,000 to \$1,200; 10 ladies, \$800 to \$700.

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Brockway's Teachers' Agency

(Formerly Chicago).

Supplies superior teachers for schools, colleges and families.

Mrs. L. FREEMAN BROCKWAY,

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Recommends schools to parents.

AMERICAN AND FOREIGN Teachers' Agency

Introduces to colleges, schools, and families, superior Professors, Principals, Assistants, Tutors, and Governesses for every department of instruction; recommends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON,

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The Manager of the SCHOOL AND COLLEGE BUREAU, Elmhurst, (Chicago) Ill., is daily at his post of duty, daily recommending teachers for good places, daily bearing of good results, daily sending out fresh letters of inquiry to schools and colleges. If you expect to locate elsewhere, either now or next September, the present is a good time to open correspondence with him.

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TEACHERS WANTED. American Teachers' Bureau, St. Louis, 12th year.

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Good teachers recommended to school officers. Good places for successful teachers. Circulars on application.

NO FEE For Registration. Best facilities, efficient service, large business, not in collecting advance fees, but in providing competent Teachers with Positions. Form, for stamp.

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Oldest and best known in U. S.

Established, 1855.

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For larger salaries, or change of location, address Teachers' Co-operative Association, 170 State Street, Chicago, Ill., Orville Brewer, Manager.

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Well, you won't make a mistake if you send 27 cents to E. L. Kellogg & Co., of 25 Clinton Place, N. Y., for one of their Reception Days. They are the most popular of such books published. Try one and see—or a set of four—\$1.00, postpaid. Six numbers issued.

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Teachers are now beginning to look for good positions for the Spring and Fall of 1890. If you wish to change for any reason whatever please write us. We need first-rate teachers for Grammar and Primary positions. Normal Graduates, who can play the piano acceptably and teach drawing, can secure excellent places at once. If you have fitted yourself to teach Languages, Mathematics, Sciences, Music, Art, Industrial Work, or Penmanship, or anything else, so that you can do it well, write us full particulars. Many School Boards apply here personally, and if you are registered with us, we know we can aid you. Every Normal and College Graduate is specially requested to send us full particulars. Registration fee, \$2.00. Our new registration blank for a stamp.

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THE PUBLISHERS' DESK.

Among the best and most interesting books with which teachers are familiar may be mentioned the Picturesque Geographical Readers, by Chas. F. King, master Dearborn grammar school, Boston; president national summer school, Saratoga Springs. The first book, Home and School, is now ready, and has elicited much favorable comment. Traveling is costly; but the photographer has been round the world, and made his report. His book calls upon him to aid in telling others what he has seen. The four volumes of the Picturesque Readers now in course of preparation are not only intensely interesting, but they contain all "Essentials of Geography" in so compact and vivid a form that they can be read by a bright child of ten in a year as supplementary reading in school. Methods and Aids in Geography, for the use of teachers and normal schools, by the same author, has received much praise from such educators as Professor Thomas M. Balliet, superintendent of public schools, Springfield, Mass., who writes: "The book represents wide reading, and contains so much information on geography, apart from methods of teaching the subject, that it will obviate the necessity of purchasing a number of books otherwise indispensable;" and Superintendent Samuel T. Dutton, of New Haven, Conn., who writes: "The work seems to me eminently calculated to help teachers to overcome some of their greatest difficulties. It bristles on every page with helpful suggestions." The books are published by Messrs. Lee & Shepard, Boston.

No time like the present for any one. If you are teacher you will be interested to learn that the manager of the School and College Bureau, Elmhurst (Chicago, Ill.), is daily at his post of duty, daily recommending teachers for good places, daily hearing of good results, daily sending out fresh letters of inquiry to schools and colleges. If you expect to locate elsewhere,

either now or next September, the present is a good time to open correspondence with C. J. Albert, manager, Elmhurst, Ill.

Educators and school officers cannot fail of a most active concern in that remarkable new book, just published, Harper's Advanced Arithmetic. This is the last work of that distinguished mathematician and educator, John H. French, LL.D., having been completed by him only a few days before his death. It embodies the results of life-long study and observation made serviceable by habits of critical analysis and a rare mathematical judgment. The principles and methods which it expounds have been evolved and perfected through an experience of nearly half a century in the work of the school-room and the teachers' institute. It is safe to say that in completeness and in scholarly accuracy, it is excelled by no other work on the subject of arithmetic. To teachers of arithmetic, as well as to students in advanced classes, this volume will prove to be of the highest practical interest and value. It is published by Messrs. Harper & Brothers, Franklin square, New York City.

If you want to conduct any chemical experiments in your school or laboratory you will do well to equip yourself at the establishment of Messrs. Bullock & Crenshaw, 528 Arch street, Philadelphia, manufacturers and importers of chemical apparatus, pure chemicals, for colleges and schools. Illustrated priced catalogues furnished on application.

Teachers are recommending to each other five valuable new books, published by Messrs. A. Lovell & Co., 8 E. 14th street, New York. These are Hobbs' Academic and High School Arithmetic, containing more than a thousand questions recently used in the examinations for admission into the leading colleges of the country; Common Sense Arithmetic, Part II., for grammar grades; The Graphic Drawing Books, Nos. 5 and 6, and Greene's Language Half Blank.

Few people know how to write history in a manner at once accurate and interesting, but Scudder's History of the United States, by Horace E. Scudder, with maps and illustrations, published by Messrs. Taintor Bros. & Co., 18 Astor place, New York, furnishes an exception to this rule. The leading characteristics of this beautiful work are: well-considered and well-written texts, logical division into periods, a suggestive method, the insertion of topical analysis for review, as well as a full set of questions on text and maps, accurate, clear and distinct maps; beautiful illustrations.

The Prudential Insurance Company of America is getting to be one of the best known life insurance companies in this country. Its well known conservative management and the irreproachable character of its officers and directors, as well as the phenomenal success it has attained, has brought it into prominence. It has just closed its fourteenth year, and, as will be seen from its annual statement, published in another column, its reputation for marked progress has been well maintained. The assets of the company now amount to \$3,924,295.06, its income to \$4,601,298.04, and the number of policies issued during the past year reaches the enormous figure of \$689,245. The amount paid in death claims for the past twelve months is \$1,327,856.17, making the total amount paid since its organization \$5,202,333.34. One of the most significant things in connection with this statement is that the amount paid out in death claims has been relatively of much greater importance than the figures, as large as they are, would indicate, since it has been distributed over so great a field. The money has gone to persons to whom the small sum that they received was a god-send, inasmuch as it came at a time when their resources had usually been exhausted and when it was absolutely necessary that ready money should be in hand.

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Probably no form of disease is so generally distributed among our whole population as scrofula. Almost every individual has this latent poison coursing his veins. The terrible sufferings endured by those afflicted with scrofulous sores cannot be understood by others, and their gratitude on finding a remedy that cures them, astonishes a well person. The wonderful power of

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100 Doses One Dollar



**GAIN
ONE POUND
A Day.**

A GAIN OF A POUND A DAY IN THE CASE OF A MAN WHO HAS BECOME "ALL RUN DOWN," AND HAS BEGUN TO TAKE THAT REMARKABLE FLESH PRODUCER,

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OF PURE COD LIVER OIL WITH Hypophosphites of Lime & Soda IS NOTHING UNUSUAL. THIS FEAT HAS BEEN PERFORMED OVER AND OVER AGAIN. PALATABLE AS MILK. ENDORSED BY PHYSICIANS. SOLD BY ALL DRUGGISTS. AVOID SUBSTITUTIONS AND IMITATIONS.

FOURTEENTH ANNUAL STATEMENT OF The Prudential Insurance Company OF AMERICA.

HOME OFFICE, NEWARK, N. J.

Cash Assets, - - - \$3,924,295.06

BALANCE SHEET, JANUARY 1, 1890.

LIABILITIES.		
Reserve, computed at 4 per cent.		\$2,853,290.00
Surplus to Policy-holders.		1,071,005.06
		\$3,924,295.06
SCHEDULE OF ASSETS.		
Bonds and Mortgages		\$2,873,708.00
U. S. Gov. Bonds		380,250.00
Chic. Bur. and Quincy R. R. Bonds	(Market Value)	130,000.00
Real Estate		393,022.51
Cash in Banks and Office		55,806.27
Interest and Rents, due and accrued		28,877.14
Loans on Policies		203.12
Unreported Premiums and Premiums in course of collection (Net)		92,278.22
		\$3,924,295.06

Increase in Cash Assets - - - \$1,050,132.50.

RECORD DURING THE PAST FIVE YEARS.

	New Policies.	Income.	Claims Paid.
1885	286,152	\$1,500,063.06	\$418,622.23
1886	370,358	2,164,957.43	593,272.70
1887	465,998	3,013,350.97	863,818.64
1888	524,915	3,757,084.15	1,006,234.15
1889	699,245	4,601,298.04	1,327,856.17

Total Death Claims Paid - - - \$5,202,333.34.

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If so, why not write to the New York Educational Bureau about it? This BUREAU is connected with the publishing house of E. L. KELLOGG & Co., who have been doing business sixteen years, and during that time they have met and learned to know most of the leading educational men and women of this country. Mr. AMOS M. KELLOGG, the Editor of the SCHOOL JOURNAL, has had a long and varied experience in all kinds of school-room work, and knows what constitutes a good teacher from the standpoint of modern ideas. In filling important places his advice may be had free, by simply writing to the manager.

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which the rays of light pass into the cham-
ber of the eye. There is nothing, therefore,
in the pupil of the eye to reflect the light.

How is the amount of light regulated?
The iris, a ring of extremely fine muscles
which surround the pupil, contracts when
too much light falls on the retina, and
dilates when the light is feeble.

**Why, having two eyes, do we see but one
image of the object?** The optic nerves meet
before they reach the brain, and blend the
impulses which they convey.

Of what use are eye-lids? They form
the shutters of the eyes, defending them
from floating particles in the air, moist-
ening their surfaces when they become
dry, and covering them securely during
sleep.

How is the focus adjusted? The crystal-
line lens is a moveable body, and is pushed
forward or drawn back by fine muscular
fibers, according to the distances of the
objects upon which we look.

Why do we wink? The eye is kept moist
and clean, and the watery fluid secreted
by little glands in the eye-lids, is spread
equally over the surface.

Why is sudden light painful? Because
an excess of light enters before the iris has
had a chance to adjust the pupil to the
amount of light received.

Why do we hear? The tympanum of
the ear receives impressions of sounds and
transmits them to the brain.

**Why do hairs grow across the entrance
to the ear?** To prevent the intrusion of
insects, and of particles of dust, by which
otherwise the faculty of hearing would be
impaired.

**Why do we sometimes hear singing noises
in the ear?** The ear is liable to inflamma-
tion from various causes, and when the
blood flows unduly through the vessels of
the ear it produces a slight sound.

**Why do persons in battle often lose their
hearing?** The vibrations caused by artill-
ery are so violent that they over-power
the mechanism of the ear, and frequently
rupture the connection of the fine nervous
filaments with the textures through which
they spread.

Why do we smell? Minute particles in
the air come in contact with the olfactory
nerve spread out on the walls of the nos-
trils, and from there impressions are carried
to the brain.

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Why is the nose placed over the mouth?
Because one of its chief duties is to watch
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drink.

Why do we taste? Because the tongue
is endowed with nerves having the func-
tion of taste as their special sense.

**Why are substances sweet, sour, salt,
etc.?** It is believed that the impressions
of taste arise from the various forms of the
atoms of matter presented to the nerves of
the tongue.

Why do we feel? There are distributed
to various parts of the body fine nervous
filaments which transmit to the brain im-
pressions made upon them by contact with
substances.

**Why do persons whose legs and arms
have been amputated fancy they feel the
toes or fingers of the amputated limb?** The
nervous trunk which formerly conveyed
impressions from these extremities, re-
mains in the part of the limb attached to
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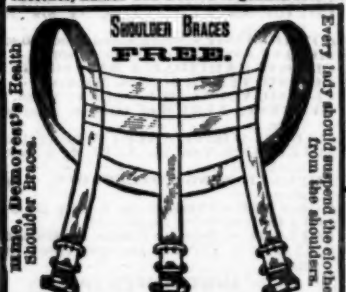
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